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ABSTRACT

A profile of achievements and future challenges facing Colorado's public education system is offered in this document. Section 1 describes challenges of the future, focusing on needs assessment and the changes in the state's demography. The second section provides information on educational developments and issues, such as accountability, national goals, educational legislation and state board activities, and state projects. Educational performance is discussed in the third section, specifically student achievement and graduation and dropout rates. Section 4 offers a demographic profile, examining state population characteristics and public and private school enrollment. The fifth section provides a profile of educational personnel, looking at turnover rate, salary level, gender and racial composition, and teacher certification. The state's educational system and programs are described in the last section, focusing on services provided and revenues allocated. A list of boards of cooperative educational services, a map of counties and school districts, and 77 figures are also included. (LMI)

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Reaching For The Future

K-12 Public Education in Colorado

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The future is now! This is the essence of the message of Peter Drucker's book, *The New Realities*. We need not wait for the 21st century to know the changes and challenges our state and nation will face. The trends are clear and the facts of the new information society are upon us. Colorado's ability to prosper in this environment will be determined mainly by its public education system and the quality of its graduates. The phrase "Knowledge is Power" is a reality in our world.

This annual report is designed to provide you with solid information about where Colorado currently stands and the directions we must take to meet this future. Colorado's K-12 education goals are exciting, ambitious and attainable if we develop the collective will to actualize them.

In truth education is not the problem, it is the answer.

Thomas M. Howerton, Chairman
Colorado State Board of Education

William T. Randall, Commissioner of Education
State of Colorado

REACHING FOR THE FUTURE

K-12 Public Education in Colorado

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William T. Randall
Commissioner

September 1990

This report was prepared by the Planning and Evaluation Unit of the Department under the provisions of Colorado Revised Statutes 22-2-112(k) and 22-20-104(3) which require the Commissioner of Education to report annually on educational issues and specific programs of the Department. Appreciation is expressed to the following agencies for sharing information related to Colorado education: the State Demographer's Office, the Colorado Department of Health, the Colorado Department of Institutions and the Colorado Commission on Higher Education. Additional information about any of the material in this report may be obtained by contacting the Planning and Evaluation Unit at (303) 866-6824.

TABLE OF CONTENTS

Section I. Colorado's Educational Future

The Class of 2003: Transition to the Future 1
The Challenge of the Future: What Our Students Will Need 2
The Challenge of the Future: Who Our Students Will Be 3
Goals for Colorado Education 4
Implications of our Changing Demography 5
Meeting the Challenge: Programs for the Future 7

Section II. Educational Developments and Issues

The New Accountability 9
National Goals 10
Involving Students in Accountability 10
Guaranteed Graduates 10
Recognition Programs 11
Educational Telecommunications 11
Colorado Academy for Space Sciences 12
Options and Choices 12
Building Colorado Partnerships 13
Re:Learning Project 13
New Educational Legislation 14
Major State Board Actions 15

Section III. Educational Performance

Achievement of Public School Students 17
Achievement of College-Bound Students 20
High School Graduation and Dropouts 22
Postsecondary Participation 24
Public Opinion Poll Trends 25

Section IV. Demographic Profile

Colorado Population Characteristics 27
Colorado Youth At Risk 28
Colorado's School Age Population 31
Public School Membership 32
Private School Enrollment 34
Colorado Home Study 34

Section V. Educational Personnel

Profile of School District Personnel 35
Teacher Education and Certification 38
Assessment of Teacher and Administrator Candidates 39

Section VI. Educational System and Programs

Colorado's Educational System 41
State Education Programs 43
Public School Finance 47

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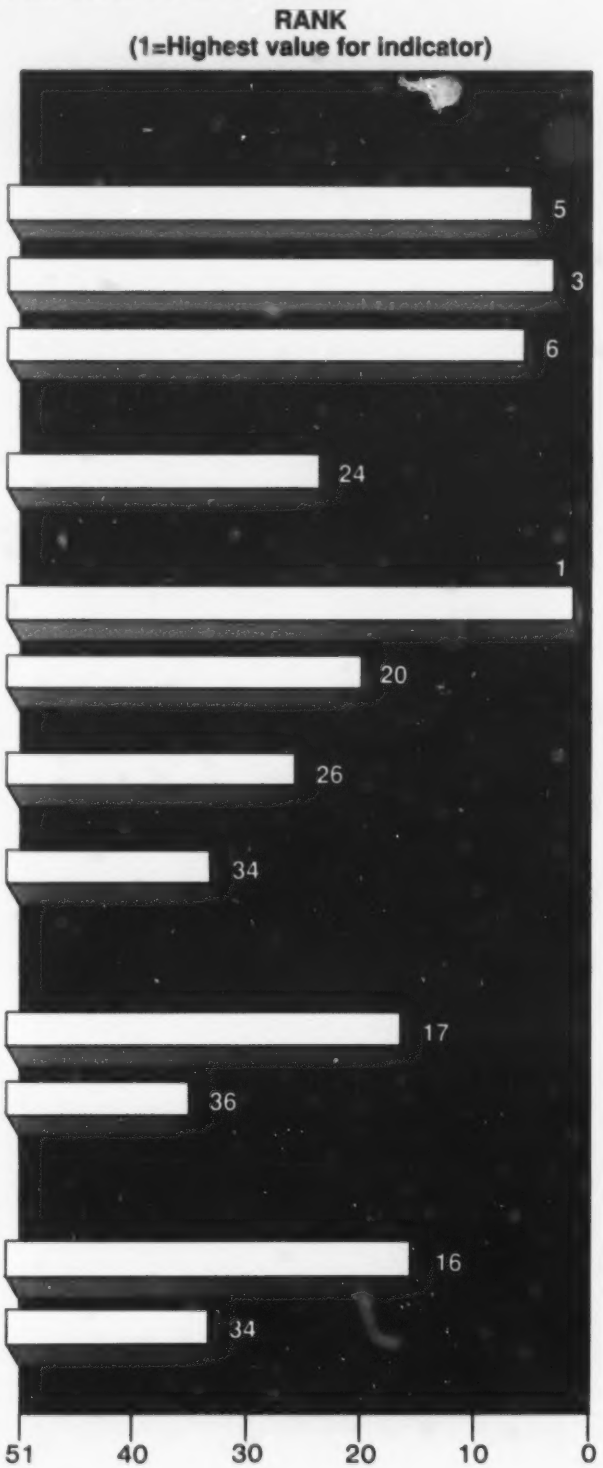
COLORADO'S RANK AMONG THE STATES*



	VALUE
EDUCATIONAL PERFORMANCE	
ACT Composite Score, 1989**	19.6
Percent of ACT Scores Over 26, 1989**	17.1%
Percent of Public School Graduates Scoring 3 or Higher on Advanced Placement Exams, 1989	13.4%
Graduation Rate (adjusted), 1988	74.7%
DEMOGRAPHIC CONTEXT	
Adults with College Degree, 1988	23.0%
Wealth: Per Capita Personal Income, 1988	$16,463
Minority Students as Percent of K-12 Enrollment, 1987	21.0%
Poverty: Percent of Students Receiving Free Lunch, 1987	17.0%
EDUCATIONAL PERSONNEL	
Average Teacher Salary, Fall 1988	$29,558
Average Beginning Teacher's Salary Fall 1987	$16,813
EDUCATIONAL SYSTEM	
Expenditures per Student, 1988-89	$4,462
Pupil-Teacher Ratio, 1988***	17.8

* Includes District of Columbia
** Rank among 28 states which primarily use ACT.
*** Rank of 1 = lowest ratio.

COLORADO STATE BOARD OF EDUCATION

Mission of the State Board

The mission of the State Board of Education is to promote attainment of the State Board of Education goals for Colorado public education. Working with all Colorado citizens, the State Board of Education is dedicated to:

- Encouraging students to attain their highest social and academic potential;
- Promoting and enabling variability in methods of reaching the goals;
- Establishing rules that will enable and promote the effective restructuring of schools;
- Closing the gaps between policy, research, and practice;
- Improving the quality of education for teachers, administrators, and librarians; and
- Enhancing lifelong learning through access to information, quality libraries and adult literacy services.

State Board Goals for Colorado Education

Graduation Rate

Goals

- Colorado's statewide public school graduation rate will increase by two percent annually from the 1987 rate of 76 percent until it reaches at least 90 percent by July 1, 1995.
- (K-3) All Colorado schools will have established procedures in grades K-3 to identify potential at-risk students and provide them with successful learning experiences upon identification.
- (4-12) All Colorado schools will have educational programs in place that adequately prepare all students to enter and succeed in their next level of enrollment. These programs will provide students with appropriate skills and will ensure their continuous progress toward graduation from high school.

Priority Objectives

- Those racial/ethnic and gender groups with currently low graduation rates have demonstrated proportionately greater increase in graduation rates each year until equity is achieved.
- Every school district in Colorado has educational alternatives available to assist all students to progress toward graduation by July 1, 1990.
- All Colorado at-risk preschool children are enrolled in quality early childhood learning programs by July 1, 1992.

Definition: Graduation rate is the percentage of students who receive a diploma in relation to those entering grade nine, adjusted to accommodate transfers.

Attendance Rate

Goals

- Colorado's public school attendance rate will improve from the 1981-87 average rate of 92 percent to 95 percent by July 1, 1995.

Priority Objectives

- Each year, all Colorado school districts certify their attendance rates as part of the annual reporting cycle to the state.
- School districts certifying an attendance rate below 95 percent have a process to improve attendance in their annual plans.

Definition: Student attendance is when a student is present where assigned and is engaged in the district's educational process.

Student Achievement

Goals

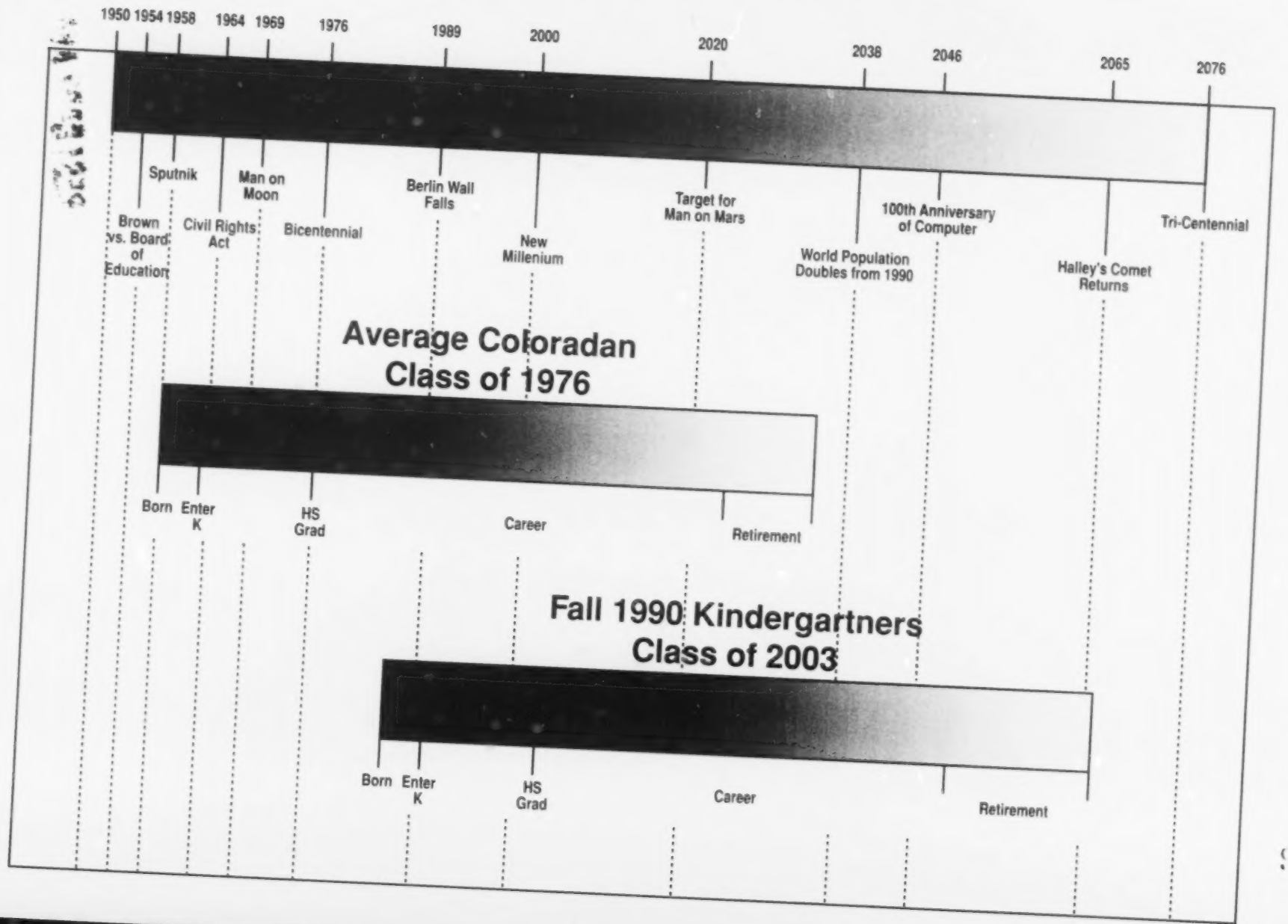
- Colorado's public school system will have demonstrated continuous, measurable and significant gains in educational achievement for all student groups by July 1, 1995.
- By July 1, 1991, Colorado's school districts will have defined their expected student proficiencies at designated grade levels, and will have implemented a program of measurement and reporting.
- By July 1, 1995, all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education.

Priority Objectives

- Between 1989 and 1995, all Colorado school districts have increased the percentage of students successfully attaining educational outcomes as defined by their district's plan for student achievement.
- Between 1989 and 1995, all Colorado high schools have continually increased the percentage of students completing advanced classes from racial/ethnic and gender groups not traditionally represented.
- The scores of all student groups in the statewide assessment sample have increased by five percentile points by July 1, 1995.
- Any performance discrepancy in the statewide assessment sample among racial/ethnic and gender and other minority student groups has been reduced with each successive assessment until equity is achieved.

Definition: Student achievement is an expected or anticipated knowledge, skill, attitude or behavior resulting from a planned instructional program, the attainment of which can be demonstrated through discernible or measurable outcomes.

Life Cycle Timeline



"I envision a time ...

when we no longer use the term at risk,

when learning how to learn is a major focus,

when all but the most profoundly handicapped are successfully mainstreamed,

when technology frees us to be more fully human and caring,

when thinking and problem solving come naturally,

when we think globally and are multi-linguistic."

A Colorado Superintendent, 1989

THE CLASS OF 2003: TRANSITION TO THE FUTURE

Today's average Coloradan is 32 years old and graduated from high school as a member of the Class of 1976. Colorado's average public school teacher is 42 years old, and the average superintendent is 51. Most of the working years of these adults will span the 20th and 21st centuries. In contrast, students entering kindergarten in fall 1990, the high school graduating Class of 2003, will spend most of their lives, and nearly all of their career and retirement years, as citizens of the 21st century. The following table and accompanying timeline illustrate different life cycle perspectives of the Class of 1976 and the Class of 2003.

	High School Class of 1976	High School Class of 2003
Year Born	1958	1985
Enter Kindergarten	1963	1990
Graduate High School	1976	2003
Postsecondary Education and Career Years	1976-2023	2003-2050
Retirement Years	First Half of 21st Century	Second Half of 21st Century
Life Expectancy	76 Years	81 Years

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THE CHALLENGE OF THE FUTURE: WHAT OUR STUDENTS WILL NEED

One challenge facing education is to prepare the Class of 2003, and future classes, for the world in which they will live as adult citizens. A number of global and societal trends will impact the lives of students and help to shape the educational system of the future. To prepare for tomorrow, students will need a range of skills and abilities that goes far beyond the three R's of the past.

National and Global Interdependence. The future frame of reference is increasingly global, fueled by advances in communications and transportation, as well as the increasing interdependence of environmental and economic systems.

As a result, students will need:

- *the ability to communicate through speaking, writing and listening;*
- *an understanding of and respect for their multicultural heritage and the world around them; and*
- *interpersonal skills and effective human relations.*

An Economy Based on Information and Services. The nation will continue its shift from an industrial to an information and service workforce. A Department of Labor analysis shows that in 1984, only 6 percent of jobs required workers with high skill levels in language and mathematics; for jobs to be created between 1984 and 2000, that figure will rise to 13 percent. Technology will become more powerful, convenient and complex, and will increasingly impact all aspects of our lives.

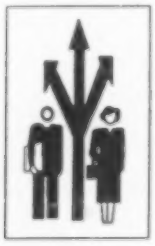
As a result, students will need:

- *critical thinking skills and proficiency in seeking out and applying information to the solution of problems;*
- *the ability to be creative, think abstractly and work independently; and*
- *mathematical and technological sophistication and training.*

Information Explosion and Increasing Pace of Change. At the rate knowledge is growing, by the time a child born today graduates from college, the amount of knowledge in the world will be four times as great as it is today. By the time the child is 50 years old, it will be 32 times as great; 97 percent of everything known in the world will have been learned since the time he or she was born.

The increasing pace of change will mean that people will not remain in the same jobs all of their lives. Furthermore, automation, the computer and other technological advances will mean continuous change in the structure and organization of the work place. Today's graduates may have to change occupations four or five times during their careers.

As a result, students will need:



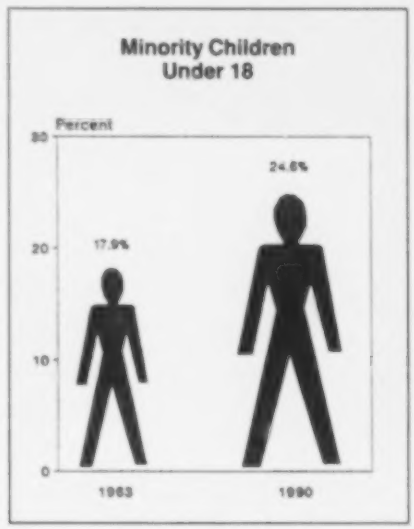
- *the ability to learn how to learn, to be lifelong learners;*
- *the ability to adapt, be flexible and cope with continual change; and*
- *a sense of direction, based on a set of values, that enables them to make decisions and take risks.*

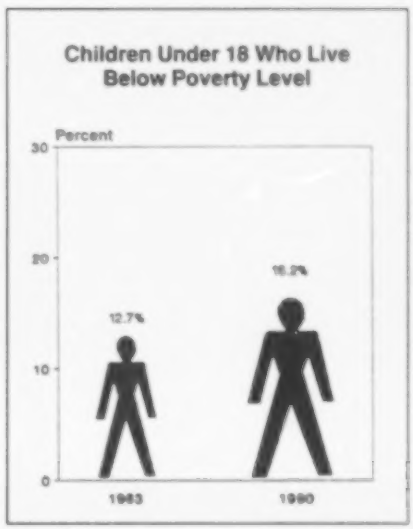
THE CHALLENGE OF THE FUTURE—WHO OUR STUDENTS WILL BE

Another challenge facing education is to develop programs that meet the needs of Colorado's changing population. In future years, an increasing percentage of Colorado public school children will come from backgrounds often associated with school failure and dropping out of school. Colorado's at-risk population includes children who live in poverty or in single parent families and children who are homeless, minority, non-English speaking or in poor health. The changing demographic characteristics of the under-18 population are reflected in the Class of 2003.

In 1963, when the Class of 1976 entered school, 18 in 100 children were minority;

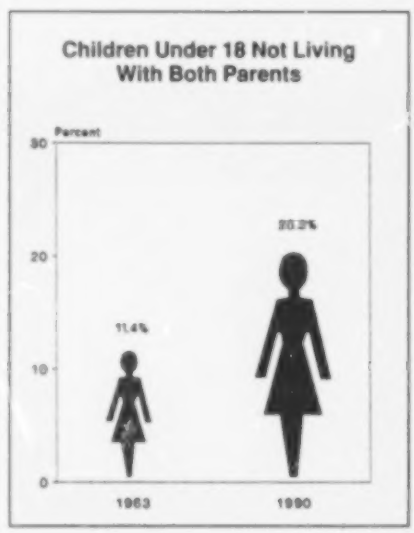
In 1990, when the Class of 2003 entered school, 25 in 100 children were minority.





In 1963, 13 in 100 children were living in poverty;

In 1990, 16 in 100 children were living in poverty.



In 1963, 11 in 100 children were not living with both parents;

In 1990, 20 in 100 children were not living with both parents.

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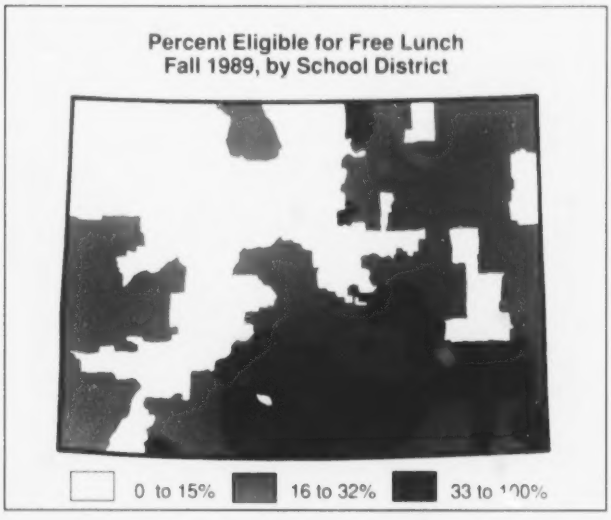
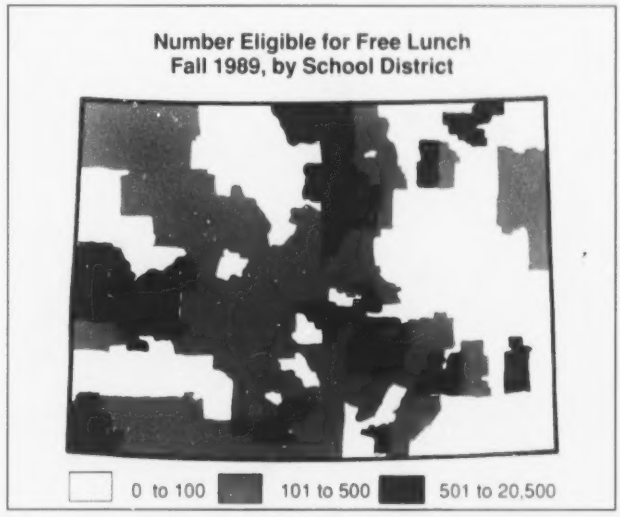
The growing population of at-risk students is located in certain areas of the state. The following maps show the concentration of students at risk due to poverty backgrounds, as indicated by eligibility for free lunch services.



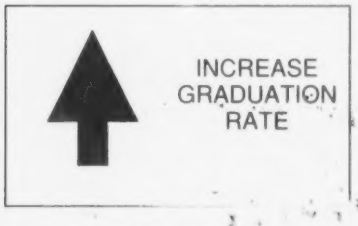


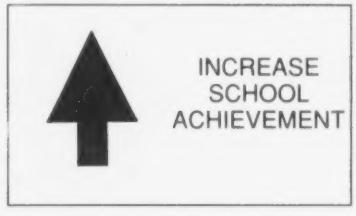
The greatest numbers of students at risk due to poverty are located along the front range and in certain outlying towns and cities on the eastern and western slopes.

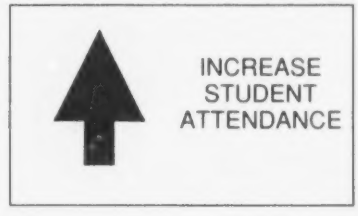
Other districts have a high percentage of students at risk due to poverty. Districts in which at least 33 percent of the student body are from poverty backgrounds include not only some of the districts with larger numbers of free lunch students, but also a number of districts in the San Luis Valley and southeastern portion of the state.

GOALS FOR COLORADO EDUCATION

To assist Colorado in preparing for our future world, the State Board of Education established goals for Colorado education to be met by 1995. These goals are concerned with improving student achievement, erasing the existing gap between minority and non-minority students, increasing the number of students who complete a high school education, and providing early intervention to students deemed at risk.







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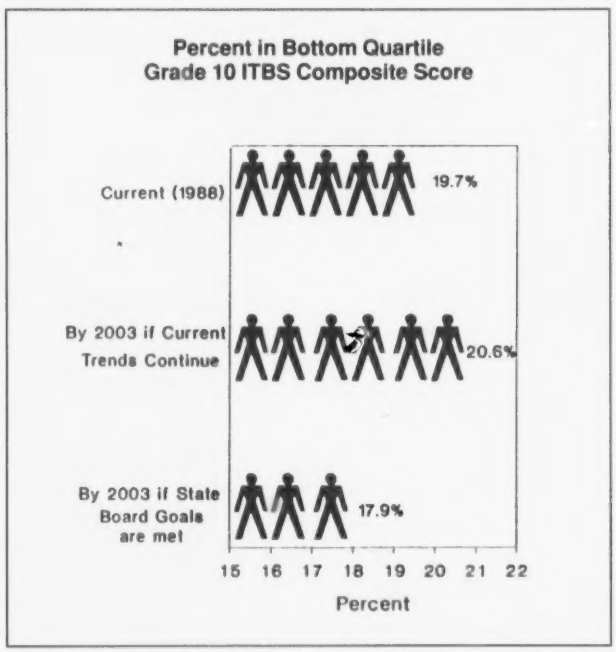
IMPLICATIONS OF OUR CHANGING DEMOGRAPHY

Colorado and national studies indicate that at-risk students, who may be from minority, non-English speaking or poverty backgrounds, consistently have lower levels of achievement and are much more likely to drop out of school without graduating. Differences in achievement and performance are evident when students enter school and often continue throughout their educational careers. A major challenge facing education is to develop more effective programs for preparing these students for their future adult life. As our changing demography results in a student population that is increasingly at risk, meeting this challenge becomes even more important.

In the future, our educational programs must be more effective just to maintain our current level of educational performance. An even greater increase in program effectiveness will be required to improve this performance. The following examples illustrate how test scores and graduation rates will be affected by the projected increase in minority students. These examples assume that the minority student population continues to contain the same proportion of at-risk students as currently exists. They also assume a continuation of the 1990's level of support, effort and programs for at-risk students in the future.

TEST SCORES. The Iowa Test of Basic Skills (ITBS) is designed to assess student performance by assigning scores in terms of a national percentile rank. For example, a 50th percentile rank indicates that the score received was higher than the score received by 50 percent of the students in the national sample. A greater percentage of Colorado minority students score in the bottom quartile of the ITBS (i.e., at or below the 25th percentile) than do non-minority students.



If racial/ethnic test score differences continue at their present rate and if minority students continue to score in the lower percentiles, the overall percentage of tenth graders scoring in the bottom quartile on the ITBS will increase from 19.7 percent in 1988 to a projected 20.6 percent in 2003.

If the State Board goals of increasing all student group scores by five percentile points and of closing the gap in achievement between minority and non-minority students are met, the overall percentage of tenth graders scoring in the bottom quartile will decrease to a projected 17.9 percent before 2003.

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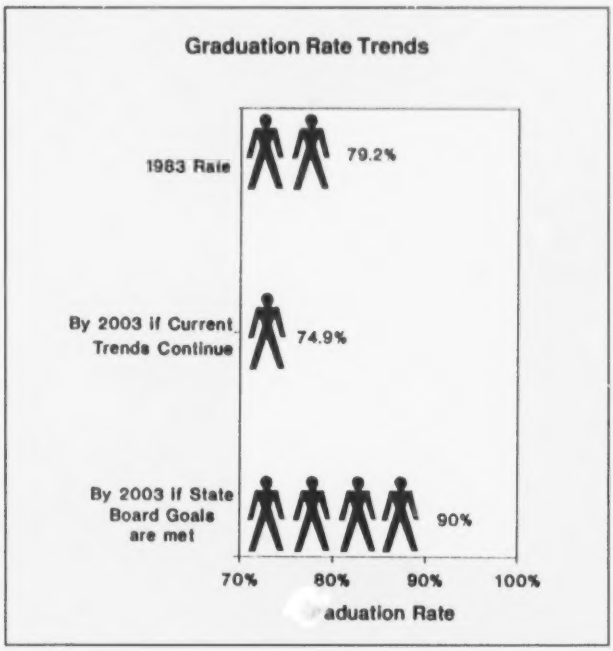
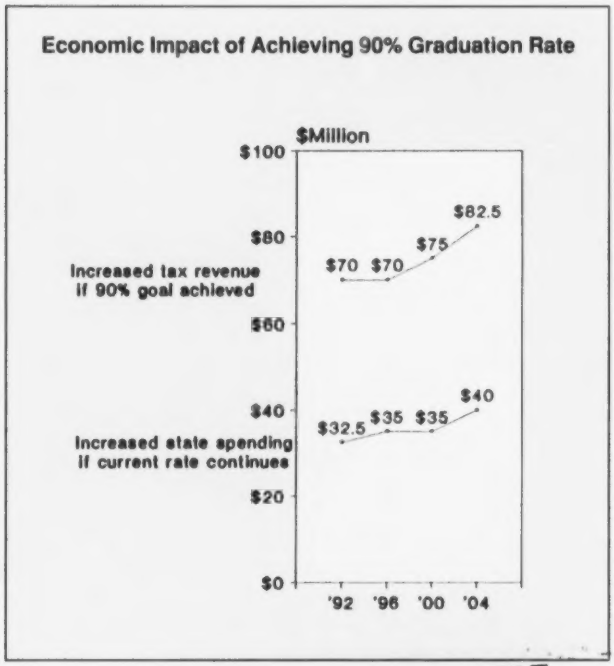
GRADUATION RATES. Current graduation rates are considerably lower for minority than for non-minority students.



If racial/ethnic graduation rate differences continue at their present rate, the state's overall graduation rate will show a decline from 79.2 percent to a projected 74.9 percent in the 20 year period from 1983 to 2003.

If State Board goals are achieved, the graduation rate will reach 90 percent before 2003. This would result in a projected increase of 7,220 students graduating in 2003 who would not graduate if current trends continue.

ECONOMIC IMPACT. At current rates, each year more than 9,000 students in grades 9 through 12 fail to graduate with their class. An economic analysis conducted by the IBM Customer Business Development group in Boulder indicates the cost to the state of students who do not graduate from high school and the tax revenue gain from increasing graduation rates.



If the graduation rate increased from 75.9 percent to 90 percent, the annual new state and local tax revenue would range from $70 to $82 million. This is the annual new tax revenue for one graduating class due to higher incomes earned by graduates.

If the graduation rate continued at the 1989 rate of 75.9 percent, the increased cost to state and local communities compared to costs if the graduation rate were at the state goal rate of 90 percent would range from $32 to $40 million each year. This is the annual cost for one graduating class. Costs include providing special remedial programs, welfare, crime and prison. This does not include cost to the individual in lower wages and in quality of life.

These analyses show that the cumulative increased revenues and costs from reaching or not reaching the graduation rate goal are very large. The cost of efforts to keep students in school is more than offset by the tax revenue they produce as employed high school graduates.

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MEETING THE CHALLENGE: PROGRAMS FOR THE FUTURE

In order to meet the challenge of our state's changing demographic and educational needs, many school districts and individuals are experimenting with innovative programs designed to prepare Colorado students for life in the 21st century. These are some of the many programs currently underway in Colorado school districts that are meeting the challenge of the future.

Early Childhood Program: Leadville

Selected by Yale University as one of their schools of the 21st century, The Center for early childhood development in Leadville serves as a model in innovative programs designed to meet the challenge of the future. Leadville has programs for all children in its community, including the handicapped.

Parental involvement at The Center is high; parents are invited to monthly dinners and can rent videotapes of their child's class to see what is being taught and how their child interacts in the classroom. The Center consists of three programs: a preschool program for two-and-a-half to five year olds based on a sliding fee scale, a day care center which is open 365 days a year from 5:30 a.m. to 6:30 p.m., and a before- and after-school program for children ages 5-13.

Family Resource Schools: Denver

To prepare Denver Public School students for the world of the future, six elementary schools have been selected to be Family Resource Schools for 1990-91: Cheltenham, Columbine, Fairview, Greenlee, Smedley/Kaiser and Stedman. Based on research which shows that a child's academic success depends upon the support of his/her family and community, the schools form partnerships with their communities to foster this support.

The schools remain open from early in the morning until late at night to provide services targeted at removing non-educational obstacles to learning. These services include career counseling, health care and nutrition programs, pre- and post-natal assistance and child care, and drug prevention programs. The schools also provide additional academic learning opportunities such as tutoring, mentoring and after-school and summer enrichment programs. To increase parental involvement and support, the schools offer parenting skills classes, English language classes, literacy and vocational skills training.

An Elementary School: Pueblo

Hellbeck Elementary School, Pueblo, has implemented a team approach to education which recognizes each child's unique needs and seeks to meet those through a personalized educational design. Hellbeck is composed of three academic teams: grades one and two, grades three and four, and grades four and five. Each student is placed in a group of 18-20 students who meet with an advisor on a regular basis. The advisor is responsible for designing the child's schedule and for communicating the child's progress to his/her parents through conferences.

For students in grades three to five, the day is divided into 11 blocks of 30 minutes each. With the exception of literacy classes, which meet for a full hour, the student attends each class for only one-half hour, and is instructed in only one new concept a day. Each student also spends two periods in a monitored center where he/she can choose from a wide variety of creative activities to work on independently.

A Middle School: Fort Morgan

In order to better equip its students for their adult lives, Fort Morgan Middle School maintains a student-oriented atmosphere while experimenting with block time and team teaching. In order to do this, the school has implemented an advisory program under which each teacher is assigned a group of approximately 15 students with whom he/she works for the first 20 minutes of every day to deal with affective areas of student life. Often, the time is spent in competitions designed to develop camaraderie or in current events discussions. Teams of three or four teachers are responsible for grouping and scheduling classes, to best utilize available time. The program also emphasizes interdisciplinary studies and cooperative learning.

The school encourages its students to explore a variety of subjects and interests: all extra curricular clubs are open to everyone, the student council has rotating membership, and study skills classes which are designed to increase self-esteem and educational/vocational aspirations are available to at-risk students.

An Alternative High School: Englewood

The Englewood Alternative High School provides an opportunity for students who were previously dropouts to earn a high school diploma through its day and night classes and individualized instruction. The program places each of its 450 students in a family unit composed of 10-15 students and a teacher. Through these groups, which build self-esteem and a sense of belonging, students learn basic skills and complete their high school education. The high school uses computer assisted instruction and flexible, experiential curricula to integrate academic study with work experience. Graduation is based on outcomes, such as oral evaluations and successful fulfillment of individual plans, rather than on units earned.

The high school has been in existence for about 10 years and accepts students from throughout the Denver/metro area regardless of whether or not they are dropouts. It has also participated as a model alternative school for the North Central Accreditation Association.

A High School: Pagosa Springs

Pagosa Springs High School has taken an innovative approach to scheduling classes. The students' day is divided into four 90-minute periods to allow for more in-depth study and concentration in fewer subject areas. The 300 students at Pagosa Springs are pleased with the new system. They have reported less stress and homework as well as better grades and more self-confidence.

Teachers enjoy the new schedule, which requires only three classes a day and provides one full planning period. Student-teacher relationships are also enhanced because of the increased time in each class. Parents have also been supportive because, due to fewer classes and less homework, students have more time to spend with family and to participate and excel in extra curricular activities. Since the four-period day's implementation, discipline referrals have dropped and attendance has increased. Grades have climbed; Pagosa Springs boasts over 54 percent of its student body on the honor roll.

Adult Literacy Program: Boulder

The Learning-to-Read Program of the Boulder Public Library provides free, confidential, one-on-one tutoring for adults who wish to learn to read. About 90 students and over 100 volunteers and tutors are involved in the program. Volunteer tutors are trained and matched to students based on similar hobbies and interests. Hours and location of the tutoring are flexible to accommodate students' and tutors' work schedules. Student self-esteem is enhanced through frequent feedback regarding their progress.

The adult students play an active role in Boulder's Learning-to-Read Program. Some attend the library's inservice activities as guest speakers; one student serves on the program's advisory board. Students also write for the program's newsletter. A collection of student writings is also published. Learning-to-Read provides a monthly student support group and an annual awards ceremony.

Educational accountability continued to be a major focus during the 1989-90 school year. School buildings and districts throughout Colorado established goals and plans for improving achievement, attendance and graduation rates consistent with the State Board goals. The president and the nation's governors established educational goals for the country which are consistent with Colorado's goals.

Other Colorado educational activities included development of plans for recognizing outstanding educators, initiation of a comprehensive review of teacher certification requirements and enactment of new legislation in several areas.

THE NEW ACCOUNTABILITY

Part 2 of the Public School Finance Act of 1988 provided a new emphasis on accountability in Colorado during the past year. This act gave the State Board of Education the responsibility of adopting goals for K-12 education in Colorado. It required that local school districts respond to those goals to improve educational achievement and that individual buildings establish advisory accountability committees responsible for school improvement planning and evaluation.

During the past year, Colorado citizens worked collaboratively in this unique planning process within their local school systems. Both building and district-level planning committees integrated innovative ideas for restructuring public education in our state.

- High, but achievable, goals for the improvement of education in Colorado have been established by the State Board of Education (see page v).
- On October 1, 1989, 176 school districts and the Colorado School for the Deaf and Blind submitted their goals and educational improvement plans to the State Board of Education. All plans were approved by the State Board in December 1989.
- Graduation rates at the 1995 state goal level of 90 percent or better were reported by 107 of the 176 districts. However, these districts represent only 14 percent of the student population in the state.
- Attendance rates at the 1995 state goal level of 95 percent or better were reported by 59 of the 176 districts. Again, these districts represent only 12 percent of the student population.
- Six other areas of priority activities were identified by the State Board of Education. Over 70 percent of the districts reported having or planning activities in each of these areas: certified diplomas, early childhood education, at-risk groups, equity, open enrollments and multiple assessment strategies. Not only are 126 districts (72 percent) planning to issue a diploma certifying the skills necessary for postsecondary education or job readiness, but 29 of these districts also are targeting the guaranteed graduate process. This guarantee promises to assist graduates with skills that require strengthening or remediation.
- Districts are involved in a variety of innovative activities to reach their goals (see Figs. 1, 2 and 3). In addition to those related to the State Board goals, districts focused on: parent and community involvement, curriculum development, staff development, school improvement process, climate for learning, basic skills, technology and higher order thinking.

Fig. 1: Model Practices Reported in District Plans

Strategies Related to Graduation Rate and High-Risk Issues

Provide a variety of educational alternatives for all non-succeeding students

Employ strategies to increase enrollment of racial/ethnic and gender groups in advanced and non-traditional classes

Provide a community mentor for each student

Implement a community-wide volunteer tutoring program

Increase the number of graduates who are successful in postsecondary education or are productively employed

Initiate a guaranteed graduate process including planned remediation for deficiencies

Fig. 2: Model Practices Reported in District Plans

Strategies Related to Attendance

Ask potential employers not to hire students during school hours

Offer summer employment as a reward for perfect attendance

Open classes within the district to adults free of charge

Recognize perfect attendance records

- The State Accountability Committee has monitored the implementation of this new approach. The annual State Accountability Conference has provided a forum for building and district advisory committees to share ideas on new procedures for school improvement and outstanding educational programs.

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Fig. 3: Model Practices Reported in District Plans

Strategies Related to Achievement/Curriculum

Develop programs for writing across disciplines

Implement outcome-based education

Increase parent/student partnerships in the learning process

Promote community service and involvement for high school students

Encourage inter-school, cross-age programs for students and staff

Develop a satellite distance learning program

Facilitate self-directed learning, decision-making skills and positive self-image

NATIONAL GOALS

For the first time in U.S. history, the president and the governors (National Governors' Association) in February 1990, adopted a set of national education goals. "The time has come," they said, "to establish clear, national performance goals, goals that will make us internationally competitive." These six goals (see Fig. 4) are mutually consistent with and supportive of the Colorado goals.

INVOLVING STUDENTS IN ACCOUNTABILITY

A new statewide focus on the student's role in accountability has emerged over the past year.

- The theme of the 1989 annual State Accountability Conference was "Student - The Focus: Change - The Challenge".
- The 1990 Colorado Student Conference was held in February with the theme "We Are the Key". This conference was planned and executed by students from across the state to empower students and motivate them to take more control over their education. Over 500 students participated.
- The first edition of the student newsletter *We Are the Key...Students: Equal Partners in Education* was published in the spring. Students plan to publish three newsletters each year.
- Planning for the future includes regional student conferences on accountability, involvement in the Strategic Options Initiative, and formation of a student congress.

Fig. 4: National Goals for Education, 1990

By the year 2000:

1. **Readiness.** All children in America will start school ready to learn.
2. **School Completion.** The high school graduation rate will increase to at least 90 percent.
3. **Student Achievement and Citizenship.** American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. **Mathematics and Science.** U.S. students will be first in the world in mathematics and science achievement.
5. **Adult Literacy and Lifelong Learning.** Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. **Safe, Disciplined, and Drug-Free Schools.** Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

GUARANTEED GRADUATES

One of the state board goals was that by 1995, "all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and postsecondary education." In addition to certifying the diploma, many districts have begun the guaranteed graduate process which guarantees to the community's employers and postsecondary institutions that these graduates have acquired identified entry level skills. If the student does not demonstrate these skills, the district will work with the student and receiving organization to remediate any deficiencies.

- Performance outcomes, criteria for the guarantee and responsibilities of all parties are agreed upon by faculty, administrators, students, parents and community members in a written guarantee.

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- Nine school districts have implemented the guaranteed graduate process, and at least 20 others are working toward this goal.

RECOGNITION PROGRAMS

A variety of Colorado recognition programs and awards are in place or under development. Part 2 of the Public School Finance Act of 1988 provided for identifying outstanding public schools, school districts and individual educators. A bill for financial incentives was introduced but not passed in the 1990 General Assembly. The Colorado Educational Excellence Program will be implemented in 1990-91. These new recognition programs are being added to several already in place.

School Performance Incentive Awards

This program provides incentives to individual schools for successfully meeting challenges in improving the educational performance level of all their students. Those maintaining an established record of high performance for their student population also may be recognized. The program is voluntary. Awards will be provided to successful schools at the elementary, middle and high school levels. Schools will develop a contract for excellence plan and be rewarded for two or more years of improvement and/or excellence in student performance. The reduction of achievement gaps among racial/ethnic or gender groups is one of the criteria.

Model School District Recognition

This program recognizes school districts when two-thirds or more of the schools in the district receive school performance incentive awards. Districts also may be recognized for enabling redesign and restructuring of their schools, development of community partnerships, and life-long learning communities.

Outstanding Educator Recognition

This program recognizes teachers, administrators, board members, accountability committee members and other community leaders nominated by their school or district accountability committee. Individuals from schools and districts recognized in the Colorado Educational Excellence Program can be nominated for their outstanding contributions to the accomplishments of their school or district.

Governor's Educational Creativity Schools

This initiative, under the sponsorship of the Governor's office, provides financial incentives to designated schools involved in a cooperative search for improved education. The initiative challenges school-based teams to design and implement changes in school organization, curriculum, assessment, instruction or operations to improve learning opportunities for all students. In 1989-90, there were 25 schools recognized as Governor's Creativity Schools, each receiving a $5,000 grant. An additional set of schools is being recognized for 1990-91.

Governor's School Volunteer of the Year Awards

In October each year, the Governor presents awards to school volunteers from throughout the state. Individuals and groups of parents/citizens from each congressional district are recognized. In addition, businesses are honored for their partnerships with schools.

Colorado Educator Awards

In November, the first annual Colorado Educator Awards were announced. Sponsored by the Milken Family Foundation of California, and administered by the Colorado Department of Education and the State Board, this program recognized six teachers and two principals in 1989 for their creativity, enthusiasm and day-to-day dedication. Recipients received unrestricted awards of $25,000 each.

Colorado Teacher of the Year

In November each year since 1963, the Colorado Teacher of the Year has been named and moved on to compete in the National Teacher of the Year program. Seven finalists were chosen in 1989 and Roberta Ford of Cherry Creek's Prairie Middle School was named 1990 Colorado Teacher of the Year. The 1989-90 Colorado Vocational Association Teacher of the Year was Lloyd Schott, Warren Occupation Technical Center, Jefferson County.

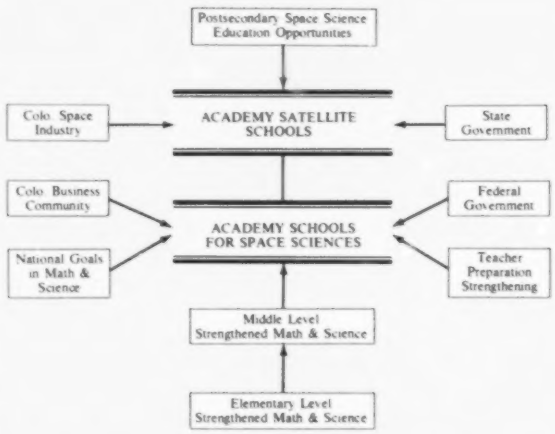
EDUCATIONAL TELECOMMUNICATIONS

Technological advances have created a variety of opportunities for the delivery of educational courses and programs from one location to another through telecommunications systems and networks. Distance learning increases educational equity by making it possible for students in both urban and rural schools to have access to high quality instruction in a wide range of courses that might otherwise not be available to them. Distance learning is particularly useful in enabling school districts to offer advanced courses in subjects that typically would experience low enrollment and thus not be financially feasible.

- Thirty-one Colorado school districts currently participate in distance learning through courses offered by organizations and universities from other states.
- Many Colorado communities are now developing their own distance learning systems through regional planning involving school districts, Boards of Cooperative Educational Services (BOCES) and local colleges and vocational schools.

In December 1989, the Colorado Telecommunications Advisory Commission published a statewide plan entitled *Telecommunications: Responding to Colorado's Educational Needs*. The Commission recommended that: "By 1995, the State of Colorado will ensure the existence of a combined public-private telecommunications system which will accommodate networked, distributed information functions including voice, video and data communication between and among homes, libraries, offices, schools, colleges, cultural, government and health facilities. Access and use of this system will be supported by a uniform expense rate regardless of location."

Fig. 5: Colorado Academy for Space Sciences Model


Postsecondary Space Science Education Opportunities
Colo. Space Industry
ACADEMY SATELLITE SCHOOLS
State Government
Colo. Business Community
Federal Government
ACADEMY SCHOOLS FOR SPACE SCIENCES
National Goals in Math & Science
Teacher Preparation Strengthening
Middle Level Strengthened Math & Science
Elementary Level Strengthened Math & Science

COLORADO ACADEMY FOR SPACE SCIENCES

The Colorado Academy for Space Sciences is a concept under development for an innovative educational program designed to enhance Colorado's economic future as an internationally recognized center for space and related environmental and industrial technologies. The academy will be an outcome-based instructional program in participating schools, modeled along the lines of the International Baccalaureate. The academy will seek to rally the state's interest in space and related fields and to assist in meeting state and national education goals.

- The academy is a cooperative venture among education, government and business which will produce graduates who are equipped to enter and succeed in math, science or technological careers (see Fig. 5).
- Participating students will meet rigorous entrance and exit requirements.
- Telecommunications will be used to enhance math and science instruction statewide.
- A steering committee and a design team will be selected in 1990. Piloting and implementation will occur in 1991 and 1992.

OPTIONS AND CHOICES

Expansion of choices in schooling has been called for in many current reform proposals. Choice means giving parents and students the right to select their schools. The 1990 General Assembly adopted the Public Schools of Choice bill (22-36 C.R.S.).

- The act requires all districts to establish policies and procedures for open enrollment in all programs or schools for resident pupils, subject only to restrictions of lack of space or where open enrollment would produce noncompliance with desegregation plans.
- When reporting school district goals in October 1989, 80 percent of the districts said they allowed open enrollment. A 1988-89 survey reported that 112 districts (64 percent) have only one school or program at each level, and therefore cannot offer choices within district. Of the remaining 64 school districts with more than one school at a level, 84 percent said they allowed students to enroll in schools outside of their designated attendance area.

In addition to within–district choice, the Public Schools of Choice Act provided for an inter-district schools of choice pilot program, with funding up to $300,000. Beginning in 1991-92, three pilot school districts may be selected, one each from the eastern slope, the western slope and the metropolitan area.

- In fall 1989, inter-district choices were reported in 109 school districts (62 percent of all districts).
- More than 4,100 students attended schools outside of their district of residence. This count includes students receiving special education services.

Alternative schools or options already have been established in at least 39 Colorado school districts and BOCES. Alternative schools are schools of choice established by the district to provide a learning experience different from conventional school offerings. The 72 alternative schools and programs identified in 1989-90 included the categories shown in Fig. 6.

Fig. 6: Public Alternative Schools by Category, Spring 1990

School/Program	Number
Elementary school programs	8
Middle school programs	8
High school programs	47
Teen mother programs	5
Second Chance centers	14
Adult high schools serving 18-21 year olds	8
Total Schools*	72

*Some are counted in more than one category

BUILDING COLORADO PARTNERSHIPS

Cooperation in the form of partnerships among community organizations, businesses, families and schools is critical to providing the direction and support that young people need to achieve educational excellence and develop as productive citizens.

State level partnership activities, including clearinghouse and dissemination services, are occurring through:

- CDE partnership and community education efforts;
- the Colorado Business Education Council; and
- education/industry partnership support in the Governor's office.

Some examples of multidistrict partnerships currently operating include the Public Education Coalition (PEC) and the Colorado Partnership for Educational Renewal. Most Colorado school districts have partnership activities underway (see Fig. 7).

Fig. 7: Common Types of Business/Education Partnerships

- Classroom speakers from business community
- Business representation on school board
- Awards/incentives/scholarships
- Gifts of equipment and materials
- Sponsorship of school events
- Part-time or summer employment
- Field trips to businesses
- Cooperative work-study programs
- Business advisors in vocational programs
- Career/job fairs
- Business-related classroom instruction
- Business identification of essential skills

RE:LEARNING PROJECT

The Re:Learning Project is a national effort to redesign the total educational system. In cooperation with the Coalition for Essential Schools and the Education Commission of the States, the Re:Learning Project provides services such as information and consultation to schools that are restructuring. Each school must work out its own individualized policy adapted to its particular needs. These policies are designed by study groups composed of teachers, administrators, parents, students and community members who share a commitment to school restructuring.

The Re:Learning Project's basic philosophy is "student-as-worker, teacher-as-coach". It is based on nine "Common Principles" developed by Ted Sizer of Brown University, who believes students need to change their role from that of a passive observer to that of an active participant in the learning process. The Re:Learning Project focuses on helping schools develop personalized instruction which will enable students to think critically, use analytical and imaginative skills, and learn problem solving techniques rather than simple fact memorization.

Colorado is currently participating in Re:Learning as a networking state, which involves a state planning/study group composed of policymakers and representatives of schools, districts and higher education institutions who meet on a regular basis to explore the feasibility of the Re:Learning Project for Colorado.

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NEW EDUCATIONAL LEGISLATION

School Finance

House Bill 1314 establishes funding under the Public School Finance Act of 1988 for the 1990 school year. It increases all funding components of the act except the per pupil components by an amount that represents a 3.7 percent annual increase. It changes the mill levy to be 38.300 mills for the 1990 property tax, 37.700 mills for the 1991 property tax and 37.000 mills for the 1992 property tax. The mill levy remains at the 1992 level for each year thereafter until changed by law. State equalization funding under the act is determined by the greater of two pupil enrollment counts, one conducted October 1 and a second conducted February 1. The act changes school district budgeting and funding from a calendar year to a fiscal year basis (July 1 to June 30) beginning July 1, 1992. The Department of Education is required to conduct a study of optimum school size and the feasibility of school district reorganization and report to the legislature no later than October 1, 1991.

Accountability Reporting

House Bill 1314 establishes new deadlines for accountability planning and reporting by schools and school districts. Local school building accountability committees must now submit updated goals, plans and progress reports for improving educational achievement by September 1 each year. School districts must update their goals and report to the State Board of Education on their progress toward their goals by October 1 each year.

Pilot Preschool Program

The Preschool Program for Children in Need of Language Development is continued under House Bill 1314. The number of students who may participate in the program is increased from 2,000 to 2,750 for the 1991 budget year and each year thereafter.

Public Schools of Choice

Article 36 of House Bill 1314 establishes a Public Schools of Choice Program (see page 12).

Public School Medical Assistance Pilot Program

Article 82 of House Bill 1314 establishes a pilot program for public school medical assistance. It determines feasibility of operating school districts and BOCES as medical assistance vendors, thereby making them eligible to obtain Medicaid reimbursement for services provided to the students. The program will be operated in cooperation with the Department of Social Services, and the Department of Education must submit a report on the program to the legislature by February 1991.

Comprehensive Health Education Act

House Bill 1314 also includes the Colorado Comprehensive Health Education Program. The program is intended to foster healthy behaviors in Colorado children and communities through a comprehensive educational plan which will increase health knowledge and modify high-risk behaviors. This voluntary program includes preschool through 12th grade. The Department of Education is to develop program guidelines with the assistance of parents, school districts, the Department of Health, the Commission on Higher Education and other interested parties.

Special Education Services

House Bill 1314 removes "Behavior Disorder" from the definition of handicapped children. School districts are now required to place behavior disordered children in regular educational programs unless they have some other handicapping condition. House Bill 1137 mandates that special educational services be provided to three and four-year-old handicapped children on or after January 1, 1992.

Teacher Preparation and Certification

House Bill 1150 creates the Alternative Teacher Certification Program. It consists of a one year period of study and supervised teaching under the auspices of a local support team which includes a master or mentor teacher. A minority alternative teacher fellowship program is also created. The legislation provides that a Type III emergency letter of authorization shall no longer be renewed unless the State Board of Education determines that the establishment of an alternative teacher certification program by a local school board is not a practical solution to a demonstrated shortage.

Teacher Employment and Tenure

House Bill 1159 eliminates tenure from state statute and revises procedures for teacher employment and dismissal. The act adds unsatisfactory performance as an additional basis for teacher dismissal and specifies procedures for dismissal and judicial review. It provides that probationary teachers who have not completed three full years of employment and who are given a written nonrenewal notice may request and receive reasons for nonrenewal. The act also requires persons responsible for the evaluation of certificated personnel to hold an administrative certificate and to have received education and training in evaluation skills approved by the Colorado Department of Education.

Teacher Background Checks

Effective January 1, 1991, House Bill 1077 requires that applicants for initial certification submit a complete set

of fingerprints to the Department of Education. Also, applicants for noncertificated positions must submit a complete set of fingerprints to the local school board.

Unlawful Behavior Involving Children

House Bill 1133 requires courts to report to the Department of Education when school employees are convicted, plead nolo contendere, or receive deferred prosecutions or deferred sentences regarding unlawful behavior involving children. The bill also makes such convictions, pleas or sentencing grounds for the denial, annulment, suspension or revocation of a teaching certificate or letter of authorization and grounds for immediate dismissal by the employing school district. Local districts are required to conduct reference checks on new employees and report persons who resign or are dismissed based on allegations of abuse. Finally, the bill provides that an act of a teacher or other school district employee is not considered child abuse if it was performed in good faith and in compliance with a discipline code adopted by the local board of education, or if it was an appropriate expression of affection or emotional support.

School Attendance of Homeless Children

Senate Bill 44 provides that a homeless child be deemed to reside in the school district in which the child presently resides or seeks shelter unless that child chooses to continue attendance in a district previously attended. A child shall not be prohibited from attending a public school without the payment of tuition solely because the child is homeless.

Telecommunications Policies

Senate Bill 94 requires the Department of Education and the Commission on Higher Education to develop a plan for the improvement of mathematics, science and technology curricula through use of telecommunications. It requires the Telecommunications Advisory Commission to report such plan to the General Assembly by December 15, 1990. It also authorizes the Division of Telecommunications to contract with school districts and libraries for providing teleconferencing facilities.

Computer Information Network

House Bill 1230 creates the Colorado computer information network as part of the state library system. The network will connect library and other informational networks through telecommunications. Users will be able to access the network through a microcomputer without long distance or other charges. The state librarian is authorized to receive funds to finance the network.

Freedom of Expression for Students

Senate Bill 99 declares that students in public schools shall have the right to exercise freedom of speech and of the press. The act also provides for rights of freedom of expression for students and for limitations to such rights. It prohibits prior restraint of expression contained in a student publication except for specified types of expression. The act prohibits finding of liability on the part of school districts or school officials and employees for student expression.

Drugs and Controlled Substances

Senate Bill 121 establishes minimum terms of incarceration for any person convicted of knowingly dispensing, selling or distributing a controlled substance or marijuana to a person under the age of 18 on school grounds. It further provides that the distribution or sales of a controlled substance to a person under the age of 18 on school grounds whose death is caused by the use of the controlled substance is first degree murder. Senate Bill 132 provides tougher penalties for persons convicted of soliciting a minor as an agent in the distribution of controlled substances.

MAJOR STATE BOARD ACTIONS

The State Board of Education is charged by Article IX of the Colorado Constitution with the general supervision of the public schools. The Board appoints the Commissioner of Education, accredits public school districts, approves the department's budget, distributes federal and state funds, provides consultative services for public schools, sets standards for teacher education and certification, supervises adult basic education and state libraries and adopts rules, regulations and policies for K-12 public education in the state. During the 1989-90 school year, the Board initiated the following policy actions.

Postsecondary Options

New rules for the administration of the Postsecondary Enrollment Options Act took effect in March 1990. These rules permit high school pupils in the 11th and 12th grades to apply credit earned at postsecondary state institutions toward high school graduation and/or college credit.

Waiver of Statute and Rule

In April of 1989, the legislature authorized the State Board of Education to waive any portion of Colorado Education Law (Title 22) or any of its own rules and regulations, subject to standards providing for educational achievement and enhancement of educational opportunity for public school students. The Board adopted

new rules in 1990 to clarify the process that schools and school districts must follow related to the consideration of a waiver request. Four requests for waivers have been received by the Board. To date, none has been denied.

Public Schools of Choice

Since 1988, the State Board of Education has supported the concept of public schools of choice, stating that, "Public education must provide all children access to the best education most appropriate to individual needs" (see page 12).

Adult Literacy

The State Board adopted new rules for the implementation of the Adult Literacy Act governing the distribution of grants from the Colorado Adult Literacy cash fund to programs for literacy instruction.

Operation of School Transportation Vehicles

To comply with new legislative requirements, the Board adopted revised rules governing the discharge of passengers on a two-lane major thoroughfare.

Teacher Certification

The Board eliminated both the Provisional Teaching Certificate and the regulation that requires full certification in another field before granting certification as a "moderate needs" special education teacher. Numerous other technical amendments to teacher certification rules were adopted as well.

In keeping with its continuing efforts to provide excellent educators to schools, the State Board of Education called for a comprehensive examination of its Teacher Certification Rules in 1989-90. A review was badly needed to simplify this complex process, which had become a 195-page document. In anticipation of this review, the Board delayed the implementation of its new admission requirements for entry into teacher education programs. The State Board's plan was endorsed by Governor Romer in his 1990 State of the State Address and attracted considerable attention in the 1990 legislative session.

The Board appointed seven task forces in March 1990 to assist the Commission on Teacher Education and Certification with this review. Eighty task force members represented all levels of education, business, and the community. They worked through the spring and summer to present their findings to the Commission and ultimately to the State Board early in the fall of 1990.

Information provided by the task forces will be used by the Board during the 1990-91 school year as it develops policies to improve the certification process without compromising necessary quality controls.

Colorado students scored above the national average on college entrance examinations, though the average scores declined slightly from the previous year. Coloradans also were above the national average for graduation rate, which reflects the percentage of ninth graders who graduate four years later. Graduation rates were higher for Asian/Pacific Islander and White students and lower for American Indian/Alaskan Native, Black, and Hispanic students.

ACHIEVEMENT OF PUBLIC SCHOOL STUDENTS

Writing Skills

To establish additional baseline data for the State Board of Education's student achievement goal, a writing assessment was administered in March 1990 to stratified, random samples of 12,000 fourth graders, 10,500 seventh graders and 10,000 tenth graders. Students classified as non-English speaking or non-English reading and those who received more than 50 percent of their academic instruction from special services were excluded from the testing.

Each student assessed was asked to respond to descriptive and persuasive writing tasks as well as to a brief questionnaire about attitudes toward writing and writing instruction.

The student papers were all scored on a four-point primary trait scale using pre-defined criteria about how well the papers accomplished the writing task. The scoring was done by trained, professional scorers. All papers were scored twice. If the two scores did not agree, the paper was scored a third time.

Papers scored as a "1" were considered unacceptable; the student was not able to accomplish the task. Papers scored as a "2," "3" or "4" were considered acceptable. Papers that accomplished the writing task at a minimal level were scored as "2's." Papers receiving "3's" were better in terms of accomplishing the task and having general structure. Those that received "4's" were excellent. Writers of "4" papers generally had written well structured, systematically developed, complete papers.

To prevent the order of presentation from affecting student performance, half of the students at each grade received the persuasive task first and half received the descriptive task first. Fourth graders had difficulty with the persuasive writing task. Because of the way in which it was worded, many fourth graders thought they were to write a story, which is a common writing task for that grade. As a result, this task was scored as both a persuasive writing task and as a narrative writing task.

- Statewide, 83 percent of the fourth graders and 92 percent of the seventh graders and tenth graders wrote acceptable descriptive papers. Sixty-seven percent of the fourth grade papers, 48 percent of the seventh grade papers, and 22 percent of the tenth grade papers were at the minimally acceptable level. Five percent of the seventh grade papers and 23 percent of the tenth grade papers were rated as excellent (see Fig. 8).

Fig. 8: Descriptive Writing Performance 1990 Writing Assessment

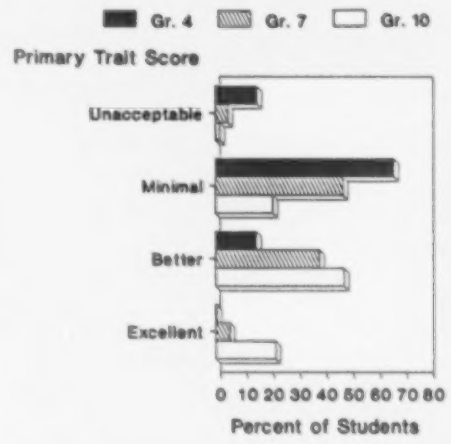
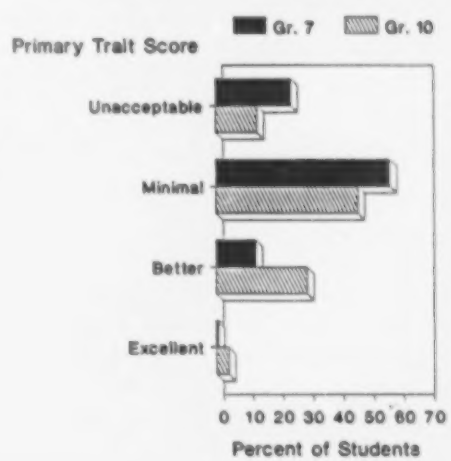


Fig. 9: Persuasive Writing Performance 1990 Writing Assessment



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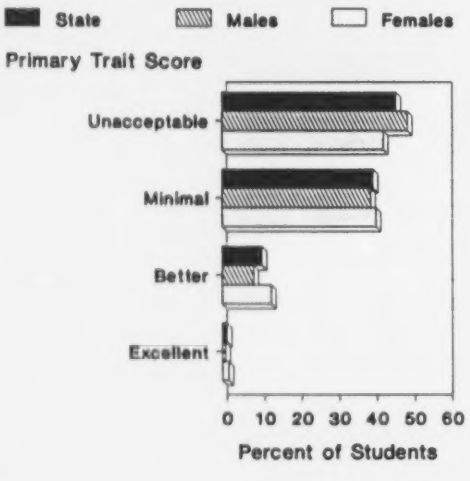
- On the more difficult persuasive writing task, 71 percent of the seventh graders and 81 percent of the tenth graders wrote acceptable papers. However, 58 percent of the seventh graders and 47 percent of the tenth graders wrote minimally acceptable papers. Only 4 percent of the tenth grade papers and less than 1 percent of the seventh grade papers were scored as excellent (see Fig. 9).
- On both of these writing tasks, females had fewer unacceptable papers than males at all grades assessed. Females also wrote more papers scored as a "3" or a "4" on these two writing tasks. A gender gap, in favor of females, appears to exist in terms of writing skills.
- Fourth graders had difficulty with the persuasive writing task with 46 percent of the students writing unacceptable papers. Fifty-six percent of the females wrote acceptable papers in comparison to 49 percent of the males (see Fig. 10).

Fig. 10: Grade 4 Persuasive Writing 1990 Writing Assessment



- However, when the same papers were scored as narratives or stories, the scores improved dramatically as fourth graders are accustomed to writing stories. Only 10 percent of the papers were rated as unacceptable on this basis, and 5 percent of the papers were scored as excellent. The difference between the writing performance of males and females does not change with the different scoring criteria (see Fig. 11).
- On the descriptive writing task, White students at all three ages wrote 1 to 3 percent fewer unacceptable papers than the state average. However, Black students at all three grades wrote 2 to 12 percent more unacceptable papers than the state average, and Hispanic students wrote 1 to 6 percent more unacceptable papers than the state average at each grade (see Figs. 8 and 12).

Fig. 11: Grade 4 Narrative Writing 1990 Writing Assessment

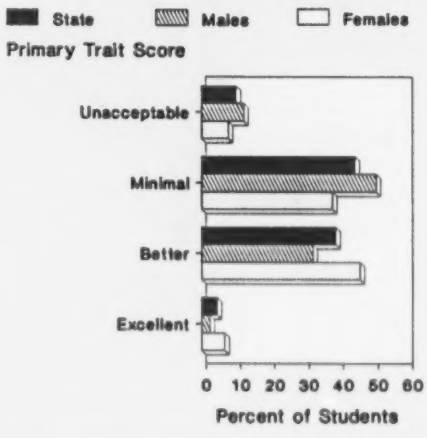
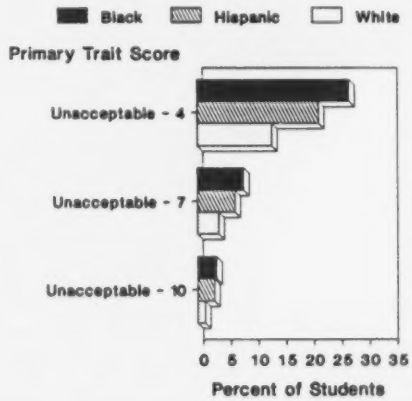


Fig. 12: Descriptive Writing Performance by Race/Ethnicity



- On the persuasive writing task at grades 7 and 10, White students wrote 2 to 3 percent fewer unacceptable papers than the state average. At both ages, Black students wrote 8 to 16 percent more unacceptable papers while Hispanic students wrote 6 to 8 percent more unacceptable papers than the state average (see Figs. 9 and 13).

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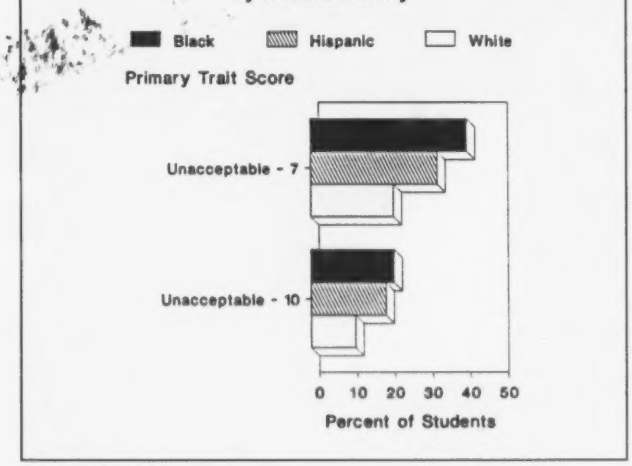
Fig. 13: Persuasive Writing Performance by Race/Ethnicity



International Comparisons

An International Assessment of Mathematics and Science was conducted by the Educational Testing Service (ETS) during the winter of 1988. Samples of 13-year-old students from Ireland, Korea, Spain, the United Kingdom, the United States and the Canadian provinces of British Columbia, New Brunswick, Ontario, and Quebec participated in the study. Both French and English-speaking samples of students were assessed in New Brunswick, Ontario, and Quebec. As a result, comparisons were made on the mathematics and science achievement of 12 different student populations.

Students selected for the sample responded to 63 mathematics questions and 60 science questions as well as a questionnaire about their school experiences and attitudes. A total of 24,000 students participated. One thousand American 13-year-olds from 200 schools across the country participated in the mathematics assessment; another 1,000 students participated in the science assessment. All of the participating countries and provinces followed standardized sample selection and administration procedures.

- Korean students performed substantially above the international mean for the mathematics assessment. Four countries and provinces performed above the mean: Quebec (French), British Columbia, Quebec (English) and New Brunswick (English). Achievement was about at the mean for five groups: Ontario (English), New Brunswick (French), Spain, the United Kingdom and Ireland. Students from Ontario (French) and the United States scored below the international mean. (see Fig. 14.)
- Thirteen-year-old boys and girls performed at about the same level in all but two of the groups assessed (Fig. 15). Boys outperformed girls in Korea and Spain.
- Among Korean students, 78 percent of the 13-year-olds were able to use intermediate mathematics skills to solve two-step problems in comparison to 40 percent of their American counterparts. Similarly, 40 percent of the Korean students understood measurement and geometry concepts and were able to solve even more complex problems as compared to 9 percent of the American students.

Fig. 14: Average Proficiency for Each Student Population

	Mathematics		Science	
	Score	Rank	Score	Rank
Ireland	504.3	10	469.3	10
Korea	567.8	1	549.9	2
Spain	511.7	8	503.9	8
United Kingdom	509.9	9	519.5	3
United States	473.9	12	478.5	9
Canadian Provinces				
British Columbia	539.8	3	551.3	1
New Brunswick (English)	529.0	5	510.5	7
New Brunswick (French)	514.2	7	468.1	12
Ontario (English)	516.1	6	514.7	5
Ontario (French)	481.5	11	468.3	11
Quebec (English)	535.8	4	515.3	4
Quebec (French)	543.0	2	513.4	6

- Despite their low overall performance, about two-thirds of the United States' 13-year-olds reported that "they are good at mathematics." In contrast, only 23 percent of their Korean counterparts, who had the highest average score, reported the same attitude.
- On the science assessment, students from British Columbia and Korea performed well above the international mean (see Fig. 14). Six populations performed at or about the mean: the United Kingdom, Quebec (English), Ontario (English), Quebec (French), New Brunswick (English) and Spain. Four populations performed well below the mean: the United States, Ireland, Ontario (French), and New Brunswick (French).
- Thirteen-year-old males outperformed their female counterparts on the science assessment in all of the populations assessed except for the United Kingdom and the United States (Fig. 15). The greatest difference was among Korean students, where the mean score

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Fig. 15: Average Proficiency by Gender

	Mathematics		Science	
	Females	Males	Females	Males
Ireland	499.6	508.2	456.5	480.4*
Korea	558.0	576.7*	530.6	567.5*
Spain	499.9	523.2*	489.5	518.0*
United Kingdom	512.5	507.0	514.9	524.7
United States	473.2	474.6	474.9	481.9
Canadian Provinces				
British Columbia	541.3	539.6	541.6	562.3*
New Brunswick (English)	529.0	526.6	502.3	517.2*
New Brunswick (French)	513.4	516.8	460.2	477.4*
Ontario (English)	514.6	517.8	504.7	524.3*
Ontario (French)	482.7	480.6	463.1	474.9*
Quebec (English)	537.3	534.1	505.7	525.4*
Quebec (French)	539.3	546.3	502.1	523.7*

*Statistically significant difference

for males was approximately forty scale points higher than that for females.

- Students from the United Kingdom reported the most involvement with hands-on science experiments and those in New Brunswick (English) and the United States reported the least involvement.
- More than 70 percent of the 13-year-olds in British Columbia and Korea demonstrated their ability to use scientific procedures and analyze scientific data, while only 42 percent of their peers in the United States did so. Similarly, more than 30 percent of British Columbia's and Korea's students were able to apply more advanced scientific knowledge and principles in contrast to 12 percent of the American students.

Although Colorado students generally achieve scores above the national average on most achievement indicators, the results of these international studies must be taken as a warning. They raise serious concern as to whether Coloradans -- and the United States -- will be able to compete effectively in the global marketplace during the 21st Century.

To address these concerns, the State of Colorado will participate in the Second International Mathematics and Science Assessments. Statewide samples of Colorado 9 and 13-year-olds will be assessed during the winter of 1991, responding to the same materials as 9 and 13-year-olds being assessed in Canada, China, England, France, Israel, Italy, Korea, Scotland, the Soviet Union, Switzerland and Taiwan as well as the United States. The results, available in the spring of 1992, will provide a direct comparison of Colorado students to American students as well as to their peers in other nations.

ACHIEVEMENT OF COLLEGE-BOUND STUDENTS

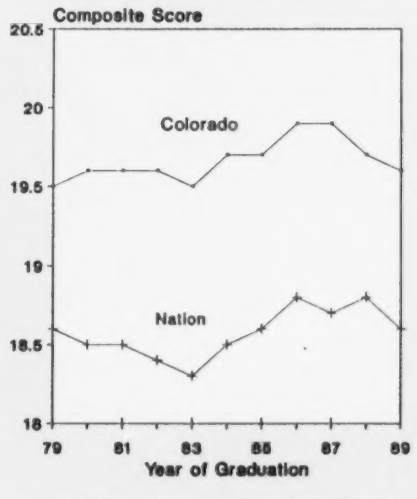
Colorado students scored above the national average in 1988–89 on the two tests most commonly used for college admission: the *American College Testing Program* (ACT) and the *Scholastic Aptitude Test* (SAT). Both tests are designed to predict how well a student will do as a college freshman. They measure knowledge and abilities associated with academic success in college. They do not measure high school achievement. Not all students take college admission examinations; usually, only those who are thinking of attending postsecondary institutions.

ACT Results

The ACT is scored on a 36-point scale and provides five scores for a student: English, mathematics, social studies, natural science and a composite score. Sixty percent (22,589) of Colorado's Class of 1989 took the ACT.

- Colorado average ACT scores exceeded the national average in each area reported. The Colorado composite score was 19.6 compared to the national composite score of 18.6 (see Fig. 16).
- Each of the five scores on the 1988-89 ACT slightly declined from 1987-88.

Fig. 16: ACT Composite Scores



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- The English score decreased 0.3 points to 18.8 and the mathematics score went down 0.2 to 18.2. The social studies score declined 0.1 to 18.1 and the natural science score decreased 0.1 to 22.6. The composite score fell from 19.7 to 19.6 (see Fig. 17).
- Among the 28 states where the ACT is the test predominantly used for college admission, Colorado's average composite score ranked 5th in 1988-89 compared to 7th in 1987-88.
- In general, the greater the percentage of students taking a college entrance exam, the lower the average test score. In Colorado 59.7 percent of the Class of 1989 took the ACT. Colorado ranked 13th in the percentage of students taking the ACT. Among the 18 states with at least 55 percent taking the ACT, Colorado ranked 2nd in composite score.
- In the Class of 1989, 65 percent of women and 55 percent of men took the ACT. Colorado women scored higher than men in English (19.3 vs. 18.2) but lower in mathematics (17.1 vs. 19.5), social studies (17.4 vs. 18.9) and natural science (21.3 vs. 23.9).
- Minority students in Colorado scored higher than minority students nationwide. However, minority students scored lower than White students both in Colorado and the nation on the composite score (see Fig. 17). Black and Hispanic twelfth graders were much less likely than other twelfth graders to take the ACT.

SAT Results

The SAT is scored on a 600-point scale (200 to 800) and provides both verbal and mathematics scores. Twenty-eight percent or 10,629 members of Colorado's Class of 1989 took the SAT.

- Scores of Colorado high school twelfth graders in the Class of 1989 declined on the College Board's *Scholastic Aptitude Test* (SAT) from the Class of 1988 (see Fig. 18). The total score on the SAT for Colorado in 1989 was 966, a decline of 5 points from 1988.
- The average verbal score decreased 2 points from 1988 to 458 in 1989 in Colorado and the average mathematics score decreased 3 points from 1988 to 508 in 1989.
- Colorado scores were 31 points higher on the verbal portion and 32 points higher on the mathematics portion than the national average.

Fig. 18: SAT Total Scores

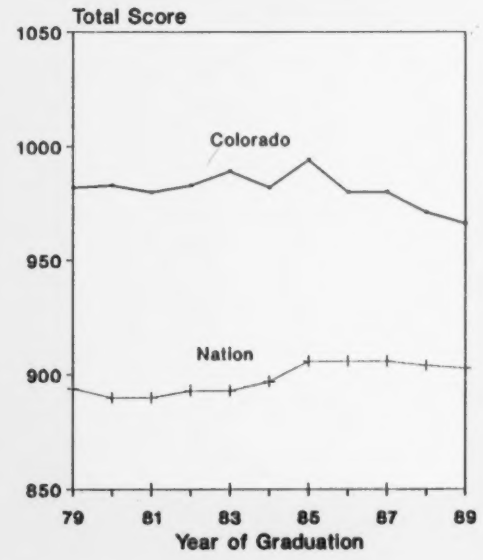

Fig. 17: 1988-89 ACT Results by Race/Ethnicity

Group	Number of Students Tested	Percentage of Seniors	Average Score				
			English	Social Studies	Nat. Sci.	Math	Composite
American Indian/Alaskan Native	171	73%	16.6	16.1	21.3	16.0	17.6
Asian/Pacific Islander	599	70	17.5	16.4	21.4	20.3	19.0
Black	688	45	15.8	14.7	18.4	13.8	15.8
Hispanic	1,852	42	16.4	14.7	19.5	14.7	16.4
White	17,765	58	19.4	18.8	23.2	18.8	20.2
Total*	22,589	60	18.8	18.1	22.6	18.2	19.6

*Numbers do not add to total because some students did not report their race/ethnicity.

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- In Colorado and the nation, men scored higher than women on the SAT in both the verbal and mathematics sections, however, a greater percentage of Colorado females, 30 percent, took the SAT than males, 27 percent.
- Colorado minority student SAT scores were above national minority scores in each case. Using total scores, the comparisons were: American Indian/Alaskan Native, 827 vs. 812; Asian/Pacific Islander, 949 vs. 934; Black, 811 vs. 737; and Hispanic, 893 vs. 825.
- Colorado minority student combined scores were lower than the Colorado average of 966.
- The percentage of twelfth graders taking the SAT has steadily increased from 15 percent in 1980 to 28 percent in 1988. In 1989, the percentage remained at 28 percent.

Advanced Placement Tests

The Advanced Placement Program (AP) allows secondary students to complete college-level studies in high school. Participating postsecondary institutions grant credit or appropriate placement to those test candidates who do well on the examinations. A wide variety of subject area tests is offered including history, math, science, English, foreign language, art and music.

- At 13.4 percent, Colorado ranked 6th among the states in 1989 in the percentage of public high school graduates scoring 3 or above on the advanced placement exam, on which scores range from 1 to 5. The national average was 8.6 percent.
- Forty percent of Colorado's schools offered advanced placement programs in 1989.
- In Colorado 5,527 candidates were tested across all subject area tests. Over half of those tested (52.0 percent) were female. Eighty-four percent of Colorado candidates who reported their race were White. Only 16 percent of the candidates were minority.
- The two most frequently taken Advanced Placement examinations in Colorado were English Literature and Composition, and U. S. History.

HIGH SCHOOL GRADUATION AND DROPOUTS

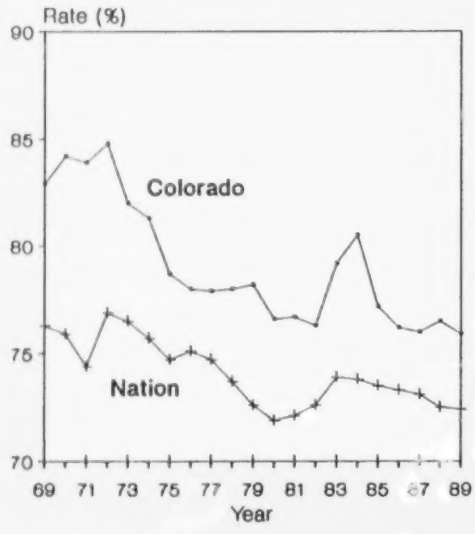
One measure of Colorado's educational performance is the percentage of students who earn high school diplomas. Three indicators of high school graduation are reported: the graduation rate, the dropout rate and the number of high school equivalency certificates awarded.

Graduation Rates

In 1988–89, the Colorado unadjusted graduation rate was 75.9 percent. The unadjusted graduation rate is the number of students who actually graduate as a percentage of the ninth-grade enrollment four years earlier. The ratio does not take into account student transfers into or out of the state.

- The graduation rate decreased from 76.5 percent in 1987–88 to 75.9 percent in 1988–89.
- Colorado graduation rates over the past 20 years were highest in 1972 at 84.8 percent and lowest in 1989 at 75.9 percent (see Fig. 19).
- Colorado's public school graduation rates showed a pattern similar to the nation's. However, Colorado rates were 3 to 10 percentage points higher. The 1989 national graduation rate was projected to be 72.4 percent.

Fig. 19: Graduation Rates (Unadjusted)



- The unadjusted graduation rates in 1988–89 were highest for Asian/Pacific Islander students (91.8 percent) and lowest for American Indian/Alaskan Native (61.1 percent) and Hispanic (58.9 percent) students (see Fig. 20).
- The 1988–89 unadjusted graduation rate for males in Colorado was 74.8 percent, down 0.7 percentage points from 75.5 percent in 1987–88, and 77.1 percent for females, down 0.4 percentage points from 77.5 percent in 1987–88 (see Fig. 20).

Fig. 20: 1989 Graduation Rates (Unadjusted)

Group	Number of Graduates	Rate
Racial/Ethnic		
American Indian/Alaskan Native	203	61.1%
Asian/Pacific Islander	791	91.8
Black	1,507	64.9
Hispanic	4,116	58.9
White	28,903	79.7
Sex		
Male	17,896	74.8
Female	17,624	77.1
Total	35,520	75.9

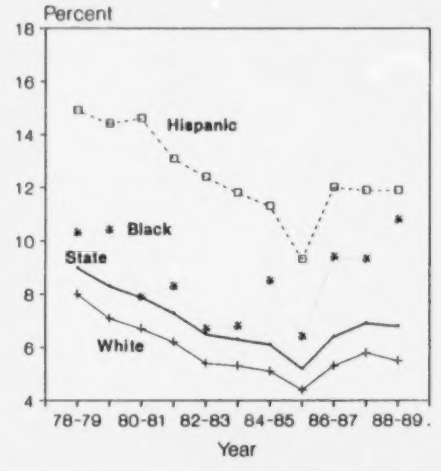
- Adjusted graduation rates are reduced by any increase in the count of ninth graders. Two such student count adjustments, used in the U. S. Department of Education annual Wall Chart, are counts for ungraded/special education students and migration into and out of the state. For example, similar adjustments of the 1988 unadjusted graduation rate of 76.5 percent shift the Colorado graduation rate to 74.7 percent and the national graduation rate to 71.1 percent. However, these adjustments use dated information. Colorado had a net outmigration in 1987 and 1988 which, if entered into the adjustment, would actually result in an increase in graduation rates. Among the states, Colorado ranks 24th in the 1988 adjusted graduation rate.

Student Dropouts

Dropouts are students who leave school or terminate their education prior to their normal graduation dates. Students who are known to transfer to other educational programs, including General Educational Development (GED) programs, are not dropouts. In Colorado the dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single school year.

- Colorado's dropout rates for grades 10-12 declined from 1977-78 to 1985-86, from a high of 9.8 percent in 1977–78 to 5.2 percent in 1985-86. Since 1986-87, the rate rose from 6.4 percent to 6.9 the following year and decreased slightly to 6.8 in 1988-89.
- Dropout rates, grades 10-12, were higher for minorities (see Fig. 21). While the largest number of dropouts, grades 7-12, were White (6,806), the dropout rates were highest for American Indian/Alaskan Native students and Hispanic students (see Fig. 22).
- Dropout rates were higher in 10th and 11th grades, among males and in the Denver city/metro area (see Figs. 22 and 23).

Fig. 21: Annual Dropout Rates for Blacks, Hispanics and Whites Grades 10-12



- American Indian/Alaskan Native, Black and Hispanic students showed a pattern of dropping out earlier than other racial/ethnic groups. Rates for these groups were higher than rates for Asians and Whites in the eighth and ninth grade. This pattern continued into the upper grades.

Fig. 22: 1988-89 Annual Dropout Rates for Grades 7-12 by Selected Groups

Group	Number of Dropouts	Rate
Sex		
Male	6,450	4.5%
Female	5,023	3.8
Racial/Ethnic		
American Indian/Alaskan Native	187	7.8
Asian/Pacific Islander	193	3.0
Black	1,029	6.8
Hispanic	3,258	7.6
White	6,806	3.3
District Setting*		
Denver City/Metro	6,425	4.5
Urban-Suburban	3,266	4.1
Outlying City	569	3.4
Outlying Town	621	2.9
Rural	448	4.3
Recreational	71	2.0
Small Attendance	14	1.1

*Excludes BOCES student counts

- One in six dropouts (16.7 percent) left school before reaching tenth grade (see Fig. 23).

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Fig. 23: Annual Dropout Rates for Grades 7-12

Level	Number of Dropouts	Rate
Grade 7	98	0.2%
Grade 8	176	0.4
Grade 9	1,646	3.5
Grade 10	2,399	5.3
Grade 11	2,759	6.3
Grade 12	1,956	4.7
Ungraded	28	4.1
Alternative	2,411	31.5
Total	11,473	4.2

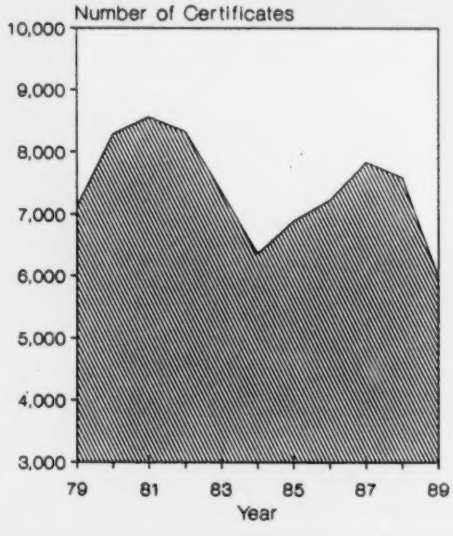
- Of the total seventh through 12th grade enrollment count, 3,145 students or 1.1 percent were retrievals. These students dropped out the previous school year but were back in the public schools for the 1988-89 school year.
- Students often show a pattern of dropping out and then returning to school a year later. One-fourth (27.5 percent) of the 11,456 dropouts in 1987–88 returned the following year.
- Data from the national *High School and Beyond* study on the class of 1982 indicated that more than 50 percent of the high school dropouts had returned to school within two years, and nearly 40 percent of the former dropouts had graduated. Therefore, the number of students not completing high school will be somewhat less than the count reported as dropouts each year.

High School Equivalency Certificates

Colorado residents who have not completed a high school program are given an opportunity to earn a High School Equivalency Certificate through the General Educational Development (GED) testing program. The GED examination, given in 38 test centers in Colorado, consists of five components: writing, mathematics, social studies, science and reading skills. Nationwide, more than 90 percent of colleges and universities and most employers accept the GED certificate as a secondary education credential.

- The number of persons tested and the number of GED credentials issued decreased in 1988 for the first year since 1984. Numbers decreased again in 1989 (see Fig. 24).

Fig. 24: GED Credentials Issued



- In 1989, 8,049 people in Colorado were tested, a 13 percent decrease from 1988. Of those tested, 6,746 took the complete GED battery and 5,978 or 88.6 percent passed the tests.
- Forty percent of the test-takers were 17-19 years old. In Colorado, 11.7 percent of the test-takers were age 17, while nationally 8.3 percent were age 17.
- The percentage of Colorado test-takers who passed the GED increased from 75.9 percent in 1979 to 88.6 percent in 1989. Nationally, 72.4 percent of the test-takers passed in 1988 compared to 81.8 percent in Colorado.

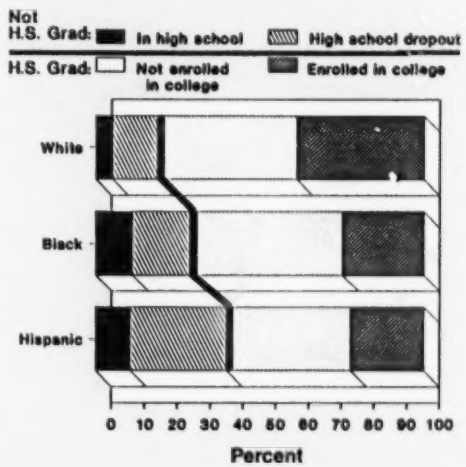
POSTSECONDARY PARTICIPATION

Approximately 75 percent of Colorado high school graduates eventually go on to some form of college or vocational postsecondary education.

- Approximately 47 percent of high school graduates went on to postsecondary education in fall 1989; 34 percent to Colorado public two-year and four-year colleges, 8 percent to out-of-state colleges and 5 percent to private or public vocational schools.

- An estimated 28 percent more of the high school graduates were expected to enter college or other postsecondary schools after a delay of a year or more.
- About 50 percent of those who enter a four-year college are expected to receive a bachelor's degree within five years.
- White graduates were more likely to attend college between the ages of 18 and 21 than minority students in the United States (see Fig. 25).

Fig. 25: 1985 Enrollment Status of Persons 18 to 21 Years Old by Race



PUBLIC OPINION POLL TRENDS

The Planning and Evaluation Unit of the Colorado Department of Education began a series of public opinion polls in fall 1984 at the direction of the State Board of Education. The last poll was released in January 1989. Throughout the years the general public, Colorado youth, K-12 teachers, education faculty at Colorado's institutions of higher education, local school board members, community leaders, superintendents and principals have been surveyed.

The purpose of the polls was to provide citizens the opportunity to express their views regarding the quality of public education within Colorado. In addition to providing valuable information to state educational policymakers, these surveys allowed the State Board of Education to monitor and assess the potential impact and success of present and future reforms taking place in education.

Analysis of the results from all of the surveys provides insight into the direction of the Colorado educational system. The major conclusions drawn from the analysis follow.

- Although national and Colorado ratings of schools in their communities are similar, Colorado ranks above the national norms on several educational performance indicators such as the ACT, SAT and graduation rate.
- High school graduates had received educations which prepared them for college and university instruction according to survey respondents. A lesser percentage felt that graduates were prepared for employment opportunities.
- Lack of financial support, parental disinterest, and poor student attitudes and truancy were the three greatest perceived problems facing Colorado schools.
- Preschool programs for handicapped, limited and non-English speaking students, and children in need of language development were overwhelmingly supported by respondents. Colorado has instituted preschool programs for children at risk due to language deficiencies and delays, as well as for handicapped children.
- Teachers and administrators were identified within the top five problems facing Colorado schools (see Fig. 26). However, the majority of respondents gave these educators high grades. Familiarity with local teachers and administrators, and the tendency to think less of educators in other districts may explain this phenomenon.
- Approximately one-half of the Colorado general public believed that they could not influence education in their communities. Since the survey, Colorado's accountability laws have increasingly emphasized the importance of involving a wide variety of persons in local education decisions.

Fig. 26: Perceived Problems Facing the Schools

Colorado Composite Rank	Problem	Nat'l 1989 Rank
1	Lack of financial support	3
2	Lack of parent interest/support	7
3	Poor student attitudes/truancy	15
4	Poor teachers and attitudes	6
5	Problems with administration	17
6	Drugs/substance abuse	1

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Section IV
Demographic Profile

Colorado ranks high nationally in the educational attainment and per capita income of its population, yet a growing number of Colorado school age children live in conditions often associated with school failure and dropping out. Colorado's at-risk population includes children who live in poverty, and children who are homeless, minority, in poor health or abused.

After an 11-year period of decline, Colorado's total public school membership has begun an increase which is expected to continue through the end of the century. Membership is growing at the elementary level and declining at the secondary level. Private school enrollment declined slightly during the last few years, and a small but growing number of students are being served in home-study programs.

COLORADO POPULATION CHARACTERISTICS

Demographic Characteristics

Demographic factors such as income level and unemployment reflect the status of Colorado. These characteristics describe the state's demography.

- **Age**. The average (median) age of persons in Colorado in 1989 was projected to be 31.8 years. Nationally, the 1989 projected median age was 32.6 years.
- **Income.** Colorado ranked 20th among the states in 1988 per capita income at a level of $16,463. The United States average was $16,489.
- **Education.** In 1988, 23 percent of Colorado adults had a college degree, ranking Colorado 1st in the nation.
- **Unemployment**. As of May 1989, Colorado's unemployment rate was 6.1 percent. The United States unemployment rate was 5.2 percent.

Adult Literacy

Colorado is affected by illiteracy. Besides hampering economic development, it also exacerbates social problems such as crime, unemployment and homelessness.

- Persons lacking at least an eighth grade reading level are considered "functionally illiterate". More than 100,000 adults in the Colorado workforce have not completed the eighth grade.
- Colorado employers report that up to 40 percent of their semi-skilled workers lack the ability to use reading and math skills appropriately on the job.

Relationship Between Education and Income

Education is positively related to income. That is, the longer a person remains in school, the larger his/her salary tends to be.

- Male college graduates, aged 20–24, earned over twice the salary of high school dropouts (see Fig. 27).
- In a comparison of mean annual earnings in constant 1986 dollars, 20–24 year-old males earned 25.8 percent less in 1986 than the identical age group earned 13 years earlier. In constant 1986 dollars, high school dropouts earned 42.0 percent less, high school graduates earned 28.2 percent less, those with some college earned 16.4 percent less and college graduates earned 6.0 percent less (see Fig. 28).

Fig. 27: 1986 National Mean Annual Earnings of 20-24 Year-Old Males by Educational Attainment

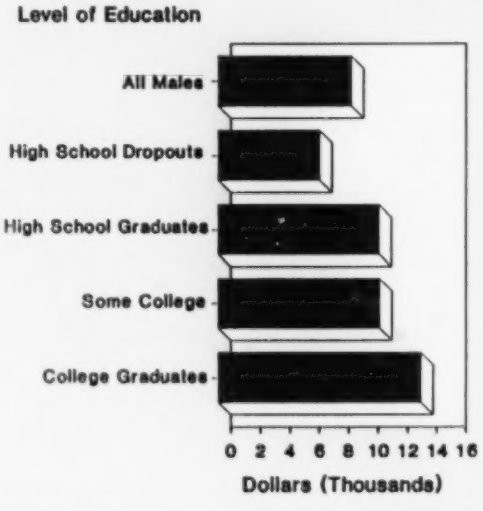

Fig. 28: Trends in National Mean Annual Earnings in 1986 Dollars of 20–24 Year-Old Males 1973–86

	Percent Change 1973-86 in Earnings			
	All	White	Black	Hisp.
All Males	-25.8	-21.0	-46.0	-29.0
H.S. Dropouts	-42.0	-42.3	-60.6	-27.3
H.S. Grad.	-28.2	-24.4	-43.8	-34.5
Some College	-16.4	-11.3	-42.7	-21.2
Coll.Grad.	-6.0	-5.6	6.5	N/A

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COLORADO YOUTH AT RISK

Potential at-risk students include minorities, homeless children, students living in poverty and those with health problems. Educational spending to keep these students in school is both cost-effective and necessary. For every dollar spent to prevent educational failure today, $4.75 is saved in later costs of remedial education, welfare and incarceration.

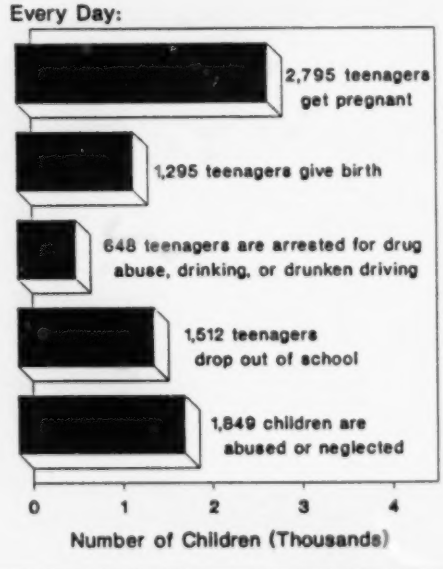
- The number of children in Colorado and across the United States who are at risk is sizeable. Every day, the lives of numerous American children are affected by at-risk factors (see Fig. 29).

Children in Poverty

The estimated five-year average number of poor children in Colorado between 1983 and 1987 was 131,000. Based on that estimation, the average percentage of children who were poor was 16.2 percent. The comparable average for the United States was 20.9 percent. Among the states, from lowest to highest, Colorado ranked 16th.

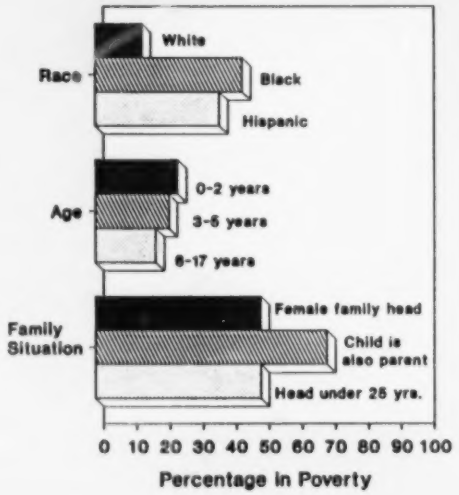
- Between 1967 and 1986 the national poverty rate of young families (family head age 30 or less) almost doubled.

Fig. 29: American Children At Risk



- The chance of being poor for a child in the United States is great. Minority children, children of young parents, and children in families headed by females are at even greater risk (see Fig. 30).

Fig. 30: Children's Chances of Being Poor Nationally



Minority School Age Population

The minority school age population in Colorado was projected to be 152,943 in 1990. This figure includes all minority persons in the 5-17 year-old range whether enrolled in public schools, private schools, institutions or not in school. In 1990, these students accounted for 24.2 percent of the total school age population and this percentage is projected to increase to 29.4 in 2010 (see Fig. 31).

- The minority school age population is projected to increase 42.6 percent from 1990 to 2010. The non-minority population is expected to increase 9.2 percent over the same period.
- The Hispanic school age population will show the greatest absolute growth within the minority groups by increasing 43,863 persons between 1990 and 2010.
- Minority public-school enrollments in 1989 were most concentrated in the San Luis Valley and front range regions (see Fig. 32).

Homeless

Due to unemployment, eviction, foreclosure, or inability to pay rent or mortgage payments, many families with young children are left without homes. Education is

Fig. 31: Projected Minority School Age Population

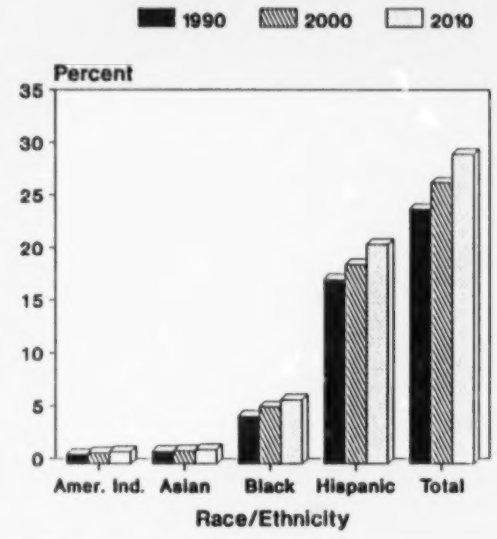


Fig. 32: Colorado Minority Public School Enrollment by Region

Region	1979 Total Minority	1979 Percent Minority	1989 Total Minority	1989 Percent Minority
Front Range	95,662	22.0%	115,956	25.8%
Western Slope	6,150	10.9	7,571	12.8
Eastern Plains	5,795	19.2	5,735	21.2
Eastern Mountains	3,576	18.9	3,209	17.8
San Luis Valley	4,741	51.2	4,581	52.1
Total	115,924	21.1	137,052	24.4

often not a priority item because homeless parents are concerned about securing food, clothing and shelter for themselves and their offspring.

- A one-day survey in October 1989 of 207 Colorado homeless service providers identified 1,245 homeless children and youth (see Fig. 33). There were 803 school age children.
- The majority (85.7 percent) of the identified homeless school age children were attending school.
- The number of homeless identified children in the high school age bracket is likely to be under-

Fig. 33: Homeless Children by School Level and Type of Housing

School Level	Number	Type of Housing	Number
Preschool	442	Private shelters	972
Elementary	463	Public shelters	217
Middle/Junior High	124	Relatives or friends	38
High School	216	Welfare hotel	11
		Medical facilities	7
Total	1,245	Total	1,245

represented. Homeless youth are known to avoid contact with shelters and other service providers which are usually surveyed to obtain counts. Youth service professionals estimated that yearly there are over 1,100 high school age homeless youth (ages 14-21) not residing in shelters who may or may not be attending school.

Child Abuse

In 1989, there were 5,504 confirmed reports of child abuse filed with the Colorado Central Registry by county social service agencies. The reports included 7,224 victims.

- Child abuse includes major injury, neglect, incest, third party sexual abuse, minor injury, emotional maltreatment and educational neglect (see Fig. 34).
- There were 23 known deaths in Colorado resulting from child abuse in 1989.

Fig. 34: 1989 Incidence of Child Abuse

Type of Abuse	Number
Major injury	186
Neglect	2,759
Incest	1,208
Third party sexual abuse	761
Minor injury	1,845
Other/unknown	647

Health Issues

There were 43,677 Colorado children and adolescents reported to have significant health problems such as asthma, diabetes or severe allergies attending public schools in 1988. Students suffering from illnesses are likely to fall behind in school and often drop out.

- One-fourth of all Colorado victims of sexually transmitted diseases victims were high school students.

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- From 1980 through June 1989, 97 Colorado youth between the ages of birth and 19 years tested positively for HIV, the virus known to be linked to Acquired Immune Deficiency Syndrome (AIDS).
- Twelve percent of Colorado teens 12-17 years old were in need of mental health services according to the Colorado Department of Health.

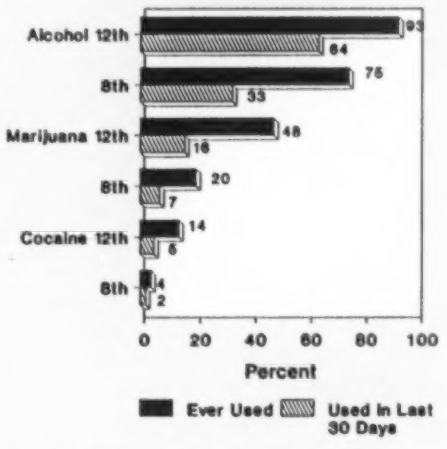
Teenage Alcohol and Drug Abuse

Substance abuse is a problem facing Colorado schools. Opinion surveys in 1986 showed that substance abuse is one of the single biggest problems facing Colorado schools.

In 1988, 9,114 Colorado eighth and twelfth graders were surveyed about their history, frequency and intensity of drug and alcohol use.

- Nearly two-thirds of Colorado twelfth graders (64 percent) and 33 percent of eighth graders reported using alcohol in the 30 days preceding the survey.
- Seven percent of eighth graders and 16 percent of twelfth graders reported using marijuana once or more during the 30 days preceding the survey (see Fig. 35).
- Almost 5 percent (4.9%) of eighth graders and 12.3 percent of twelfth graders are considered high-risk drug or alcohol users. These figures translate into over 1,900 eighth graders and 4,600 twelfth graders who used multiple kinds of drugs or used large amounts of stimulants, marijuana or alcohol.

Fig. 35: Alcohol, Marijuana and Cocaine Use Among Eighth and Twelfth Graders

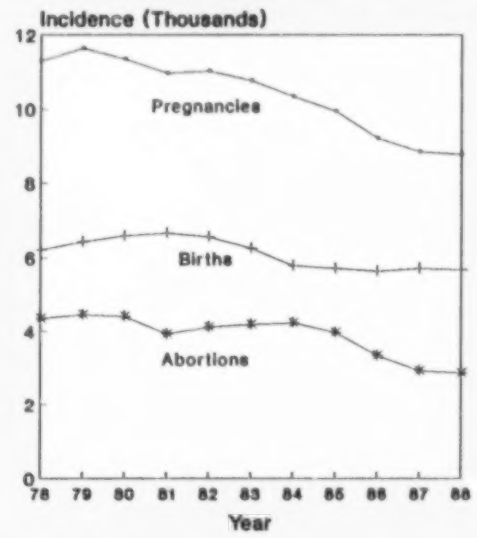


Teenage Pregnancy

The number of teen pregnancies for Colorado females aged 10-19 has, in general, decreased since 1979. During the same period, the number of live births has slightly decreased and the number of abortions has generally decreased as well (see Fig. 36).

- The pregnancy rate for 15-19 year olds declined from 83.2 in 1982 to 71.1 in 1987, but increased slightly to 72.2 in 1988.
- Teen birth rate is defined as the number of births annually per 1,000 15-19 year-old females in the population. This rate decreased from 50.4 in 1981 to 44.9 in 1986, but increased to 45.5 and 46.9 in 1987 and 1988, respectively.
- Colorado birth rates for females 15-19 years of age tend to be lower than the national rates for the same age group.

Fig. 36: Teenage Pregnancy Females Aged 10-19



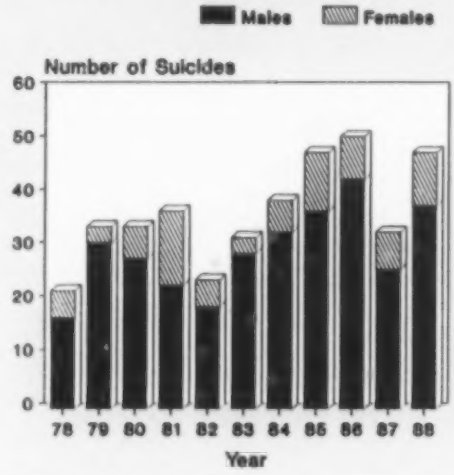
Teenage Suicide

Colorado teenage suicide rates have varied widely over the last 10 years. In 1988, 48 Colorado youth, aged 10-19, committed suicide. In general, teenage suicide rates (deaths per 100,000 15-19 year olds) for Colorado tended to be higher than the national rates.

- Suicide rates for 10-19 year olds increased from 4.8 in 1982 to 10.6 in 1986, but dropped in 1987 to 6.9. This rate increased to 10.1 in 1988.

- Male teenagers commit suicide at a much greater rate than females (see Fig. 37). Between 1978 and 1988, male suicide rates for 10-19 year olds ranged from a low of 6.7 in 1978 to a high of 17.2 in 1986. During the same period, female suicide rates ranged from 1.2 in 1979 and 1983 to 5.8 in 1981.

Fig. 37: Teenage Suicides by Gender for Teens 10-19 Years of Age



Teenage Unemployment

In 1988, the Colorado youth unemployment rate was 18.4. This rate reflects the proportion of persons in the labor force ages 16–19 who were not employed but were looking for work.

Students With Special Needs

Many Colorado students are served by special programs (see Fig. 38). However, in the counts below, a student may be served by more than one program and may be counted more than once. Not all eligible students are actually served within some of these programs because federal, state and local funds are limited. The numbers of students reported served as of October 1, 1989 are restricted by the time frame of collection. The Migrant program provides educational and health-related services to children of migratory agricultural workers in Colorado.

Fig. 38: Students Reported Being Served in Special Programs as of October 1, 1989

Program	Number of Students	Percent
Special Education		
Pre-K	856	N/A
K-12	44,776	8.0%
Chapter 1		
Pre-K	1,133	N/A
K-12	30,873	5.5
Migrant	1,831	0.3
ELPA	8,574	1.5
Free Lunch	102,372	18.2

- Eight percent of Colorado's K-12 public school students were served in special education programs during 1989.
- Chapter 1 programs served 5.5 percent of the 1989 public school enrollment. Chapter 1 is a compensatory program designed to meet the needs of educationally deprived children who reside in areas with a high concentration of children from low income families.
- In 1989 over 18 percent of students in grades K-12 received free lunch in Colorado. In 1988, 17.3 percent of Colorado public school enrollment received free lunch.
- Further information regarding special education and English Language Proficiency Act (ELPA) programs can be found on pages 45 and 43 respectively.

COLORADO'S SCHOOL AGE POPULATION

Colorado's school age children receive their education in a variety of settings. Most are enrolled in one of the state's public or private schools. Over 91 percent of the state's school age population is enrolled in public school, and another 6 percent attend private school. However, many children are receiving their education in less traditional settings, and many are not receiving any education at all (see Fig. 39).

- In 1989, Colorado's public school districts reported 1,979 school age children as enrolled in home study programs.
- The Colorado Department of Institutions reports that in fall 1989 an estimated 471 school age children were in long term mental health care. Those children receive their education within the facility.
- Based on fall 1989 average daily population counts by the Department of Institutions, 354 school age children were being housed in long term correctional facilities and receiving their education within the facility.

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Fig. 39: School Age Population Not Enrolled in Public or Private Schools Estimated 1989

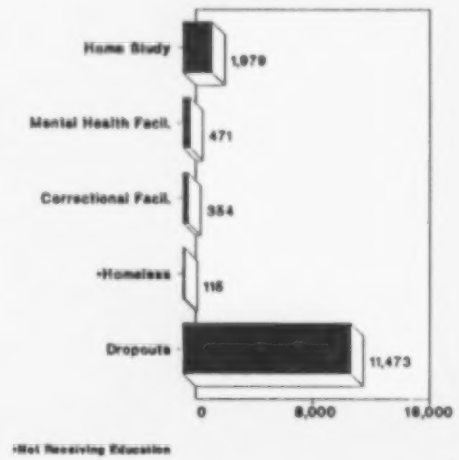
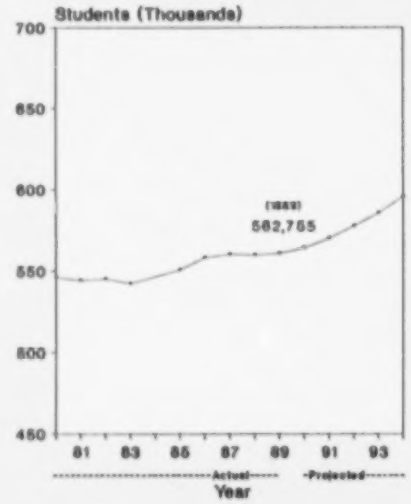


Fig. 40: Pupil Membership Trends



- A 1989 study conducted by the Department of Education, found that an estimated 115 homeless school age children living in shelters were not receiving any education.
- In 1988-89, there were 11,473 dropouts. A similar number is expected for 1989-90.

PUBLIC SCHOOL MEMBERSHIP

Membership Trends

Colorado pupil membership is increasing and is expected to continue to increase through the year 2000. Fall pupil membership reflects a one day count taken October 1st each year.

- In fall 1989, there were 562,755 students in membership in Colorado's public schools. Public schools experienced a downward trend between the years 1972 (574,248) and 1983 (542,196). However, membership is once again increasing and has increased by 3.8 percent since 1983. It is projected that Colorado's pupil membership will increase an average of 1.1 percent per year through fall, 1994 (see Fig. 40).
- The grade K-6 fall membership total of 320,597 represented an increase of 2.1 percent over 1988, while membership in grades 7-12 decreased by 1.3 percent from 1988 to a total of 233,851 students. Secondary school membership is expected to increase, beginning in 1990, as the increased K-6 population begins to enter the secondary grades (see Fig. 41).
- There were 137,052 minority students in membership in fall 1989 which represents an 18 percent increase over 1979. Minority students accounted for 24.4 percent of total student membership in 1989 (see Fig. 42).

Fig.41: Pupil Membership Lower vs Upper Grades

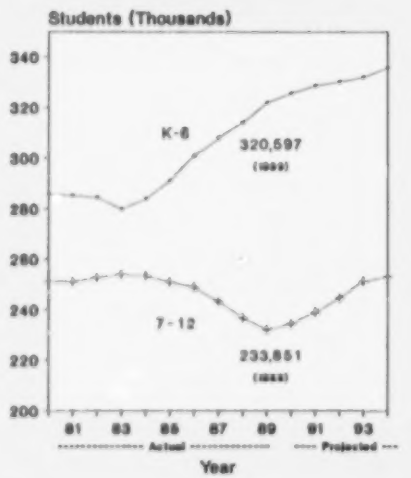


Fig. 42: Fall Pupil Membership by Race/Ethnicity

	1979		1989	
	Count	Percent	Count	Percent
American Indian/ Alaskan Native	3,690	0.7%	5,045	0.9%
Asian/Pacific Islander	7,191	1.3	12,520	2.2
Black	23,860	4.3	28,941	5.1
Hispanic	81,183	14.8	90,546	16.1
White	434,603	78.9	425,703	75.7
Total	550,527	100.0	562,755	100.0

Graduation Trends

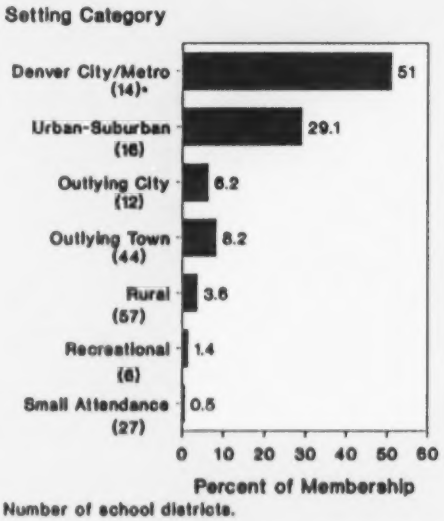
Colorado public high schools graduated 35,520 students in 1989. This number reflects a decrease of 1.3 percent from 1988. Over the next ten years, graduate numbers are projected to increase 15.9 percent to 41,179 graduates in the year 2000. Following that year, a slight downward trend is projected (see Fig. 43).

Pupil Distribution

Over 51 percent of public school students attend school in one of the 14 Denver city/metro districts. Less than 1 percent of students reside in the 29 small attendance school districts (see Fig. 44).

- There was little change in pupil membership within the five Colorado census regions from 1979 to 1989. The eastern plains, eastern mountains and San Luis Valley each showed a decrease in membership of less than 1 percent. The front range and western slope each had an increase of less than 1 percent (see Fig. 45).

Fig. 44: 1989 Pupil Membership by Setting Category



* Number of school districts.

Fig. 43: Public School Graduation Trends

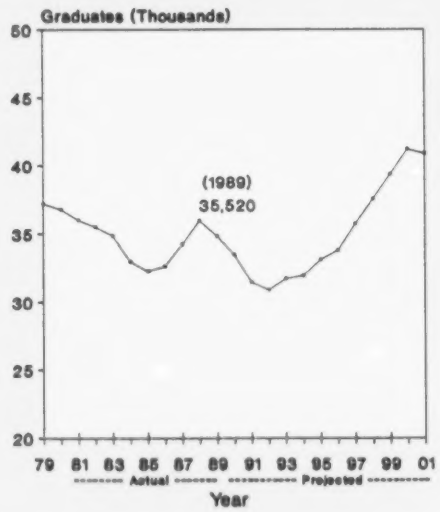
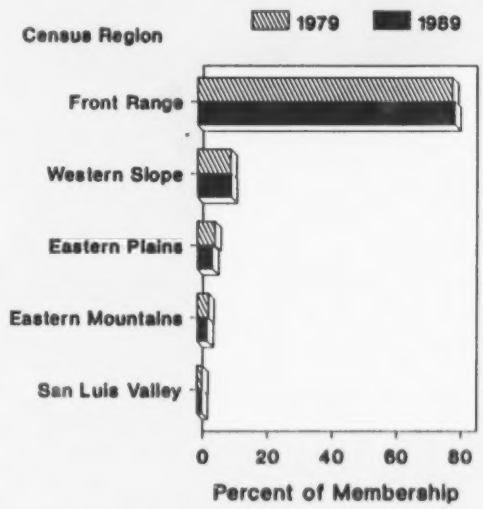


Fig. 45: Pupil Membership by Census Region



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PRIVATE SCHOOL ENROLLMENT

Three types of private schools provide educational services to children who do not attend public school: church-related, non-church-related, and special education schools. The majority are located in the Denver city/metro area.

- In fall 1989, 34,753 students were enrolled in 365 private schools. Enrollment in private schools is up 2.7 percent from 1988; however enrollment has declined by 11.4 percent since 1983. Private school students constitute 5.6 percent of the state's school age population, which represents a drop of just under 1 percentage point since 1983. Reported enrollments ranged from one student to 814 students with an average student enrollment of 95.
- Independent schools accounted for 37.8 percent of the total number of private schools and 19.7 percent of private school enrollment. Catholic schools represented 16.7 percent of private schools and 38.5 percent of the total private school enrollment (see Fig. 46).
- Kindergarten and elementary schools constituted 72.3 percent of the total number of private schools and 61.5 percent of private school enrollment (see Fig. 47).

Fig. 46: 1989 Estimated Private School Enrollment by School Type

School Type	Number of Schools	Student Enrollment
Baptist	29	2,298
Catholic	61	13,398
Christian Reformed	4	586
Episcopal	2	497
Independent	138	6,834
Jewish	8	712
Lutheran	29	2,795
7th Day Adventist	23	1,702
Special Education	2	123
Miscellaneous	69	5,808
Total	365	34,753

Fig. 47: 1989 Estimated Private School Enrollment by School Level

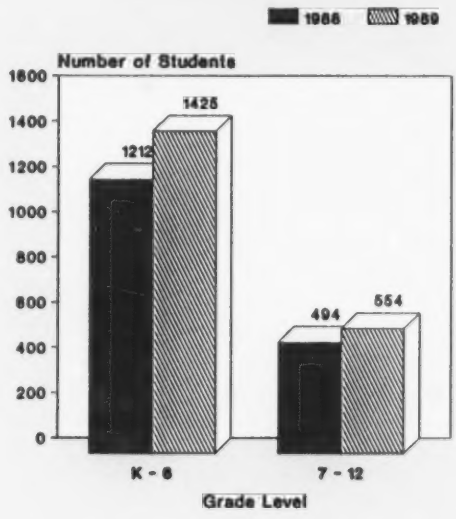
School Grade Level	Number of Schools	Student Enrollment
Kindergarten	86	1,184
Elementary	178	20,199
Middle School	2	240
Junior High School	2	115
Senior High School	25	4,090
Special Education	2	123
Combined K - 12	70	8,802
Total	365	34,753

COLORADO HOME STUDY

Colorado parents have the option to enroll their school age children in a home-study program with district notification. An increasing number of families are exercising this option. Still, those children receiving their education at home accounted for less than 1 percent of the total school age population of Colorado in 1989.

- A total of 1,979 students were in home-study programs in 1989, an increase of 16 percent over the previous year. In 1989, home-study enrollment for grades K-6 children increased by 17.6 percent over 1988. Enrollment for 7-12 grade children increased in 1989 by 12.1 percent over 1988 (see Fig. 48). K-6 children constitute the majority of home- study enrollment at 72 percent.

Fig. 48: Home-Study Program Enrollment 1988-1989



Section V
Educational Personnel

Colorado school districts employ 60,000 people, more than half of whom are classroom teachers. In 1989, the typical Colorado teacher was 42, held a master's degree and had 13 years of teaching experience. In comparison to the student population, minorities are underrepresented among Colorado teachers and administrators. Females are underrepresented among principals and superintendents; and males are underrepresented among teachers.

After a 10-year decline, the number of graduates of Colorado teacher education programs began to increase in 1984. Mathematics and science program graduates have increased substantially in the last seven years although the number of science graduates decreased somewhat in 1989.

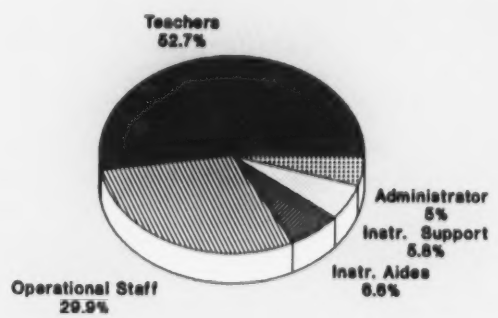
PROFILE OF SCHOOL DISTRICT PERSONNEL

Educational Personnel

In fall 1989, Colorado school districts employed 60,603 full-time equivalent (FTE) personnel. An FTE is a measure representing the amount of time a staff member is employed. For example, a half-time teacher would be recorded as .5 FTE. In 1989, there was one full-time employee for every 9.3 students.

- Sixty-three percent (38,096) of the FTE school district personnel were certificated and 37 percent (22,507) were noncertificated.
- Classroom teachers numbered 31,954 in 1989, a 1.8 percent increase over 1988 and 7.1 percent increase over 1980. Teachers constituted 52.7 percent of all school district personnel in 1989 (see Fig. 49). This percentage is the same as in 1984, and it has fluctuated very little since that year.
- Operational staff accounted for 29.9 percent of school district personnel. These included office support staff, food service workers, custodial staff and transportation personnel.
- Instructional support staff represented 5.8 percent of district staff and included librarians, counselors, psychologists, social workers, nurses, curriculum specialists, speech therapists and teachers on special assignment.
- Instructional aides constituted 6.6 percent of all staff, which was down slightly from the previous year.
- Administrators constituted 5 percent of all school district personnel, which represented a drop of 0.2 percentage points from 1988. Administrators include superintendents, assistant superintendents, principals, assistant principals, directors, assistant directors, coordinators, consultants, supervisors, business managers, attendance officers and deans.

Fig. 49: School District Personnel 1989



Trends in School District Staffing

The total number of staff employed by Colorado school districts increased by 7.4 percent between 1980 and 1989. During that same period, student membership increased by 3.1 percent.

- The annual turnover rate of teachers from 1988 to 1989 was 8.6 percent. This represented a drop of 2.2 percentage points from 1987 to 1988 and is the lowest turnover rate in the last 10 years.
- Principals and assistant principals increased by 8 percent, or 129 positions, between 1980 and 1989. Many of the new positions can be attributed to changes in the number of schools which increased by 73 schools.
- Superintendents and assistant superintendents decreased by 6.8 percent between 1980 and 1989. Some of the decrease may be attributed to the consolidation of five districts.
- Over the last four years, the turnover rate for the state's 176 superintendents has averaged 19 percent. In 1990, the turnover rate was 18 percent as 31 superintendents left their jobs. The total turnover for the past four years has been 133 of 176 superintendents, or 76 percent. Of the 133 superintendent changes, only 37 were previous Colorado superintendents. Fig. 50 shows that turnover by district size has ranged from a low of 48 percent for districts sized 301-600 to a high

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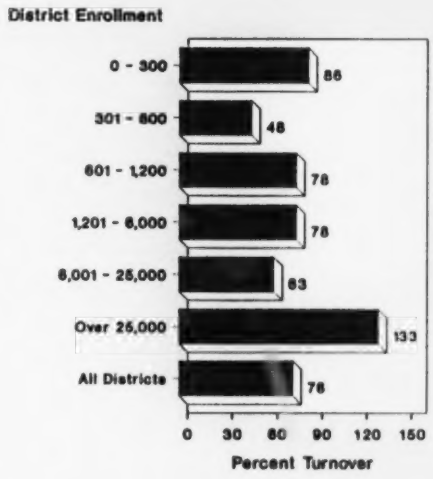
of 133 percent for districts over 25,000 in enrollment for the last four years.

Fig. 50: Superintendent Turnover Rates by Size of District 1987 through 1990



Characteristics of Colorado Educators

The racial/ethnic and gender composition of Colorado educators was not reflective of the student population. Overall, although minorities composed over 24 percent of the student population, they accounted for only 9.3 percent of certificated personnel. Minorities were underrepresented as classroom teachers, principals, and superintendents. Women were underrepresented as principals and superintendents, and men were underrepresented as classroom teachers at the elementary level.

- In fall 1989, minorities represented 24.4 percent of the total student population. In contrast, minorities represented only 9.1 percent of classroom teachers. Minority representation among classroom teachers has increased 1 percentage point since 1980. Hispanics composed 16.1 percent of the student population, yet only 5.6 percent of classroom teachers were Hispanic (see Fig. 51).
- Minorities accounted for 14.6 percent of principals and assistant principals, an increase of 4.8 percentage points since 1980. Additionally, minorities represented 10.3 percent of superintendents, directors, supervisors, coordinators, and consultants, up 1.3 percentage points since 1980 (see Fig. 51).
- In order to more closely reflect the student population, minority representation among classroom teachers would have to increase dramatically. The number of American Indian/Alaskan Native teachers would have to increase by nearly 67 percent. Black and Hispanic classroom teacher numbers would each have to more than double, and the number of Asian/Pacific Islander teachers would have to increase over 300 percent.

Fig. 51: Education Population by Racial/Ethnic Groups 1989

	Students	District Admins.	School Admins.	Classroom Teachers
American Indian/ Alaskan Native	0.9%	0%	0.5%	0.5%
Asian/Pacific Islander	2.2	0.5	0.6	0.7
Black	5.1	3.0	4.9	2.3
Hispanic	16.1	6.8	8.6	5.6
White	75.7	89.7	85.4	90.9
Total Counts	562,755	986	1,667	32,696

Colorado institutions of higher education have responded to the need for more minority teachers with a variety of programs. Among those being offered are the University of Colorado at Denver and the Denver Public School's Today's Students, Tomorrow's Teachers program and Metropolitan State College's Minority Teacher Scholarship Program.

- A program is currently being piloted by the University of Colorado at Denver in conjunction with Metropolitan State College, Community College of Denver, and the Denver Public Schools. The Minority Teacher Development Program recruits qualified minority applicants among Denver Public School personnel, offering assistance toward furthering their education.
- In fall 1989, females represented 48.6 percent of the student population. Women now account for nearly 70 percent of classroom teachers. Since 1980, the number of female principals has risen from 15.4 percent to 32.4 percent. Women represented only 4 percent of all superintendents in Colorado (see Fig. 52).
- In 1989, just over 30 percent of all classroom teachers were male, and only 14.7 percent of elementary school classroom teachers were male.
- The percentage of classroom teachers in the under 30 age group has fallen to 9.4 percent in 1989 from 16.3

Fig. 52: Percent Females Among Students and Staff 1980 and 1989

	1980	1989
Students	48.7%	48.6%
Teachers	64.2	69.2
Principals	15.4	32.4
Superintendents	2.2	4.0

percent in 1980. Seventy-one percent teachers are in the 30-49 age group and 19.5 are over 50 years of age.

- Forty-eight percent of Colorado's teachers held a Master's degree or higher, an increase of 5.7 percentage points since 1980.

Average Annual Salaries

In fall 1989, the average salary for a Colorado public school teacher was $30,758. This represents a 4.1 percent increase over the previous year's average of $29,558 and a 90 percent increase over 1979's average teacher salary of $16,205. However, adjusting for the Denver consumer price index, average teacher salaries went up 14.7 percent over the ten year period.

- Colorado's teacher salaries ranged from $14,650 found in the small attendance setting to $55,707 in the urban-suburban setting. The small attendance setting districts had the lowest average salary of $20,090, while the Denver city/metro districts had the highest average salary of $33,608 (see Fig. 53).

Fig. 53: Classroom Teacher Salaries by Setting Category (Range and Average)

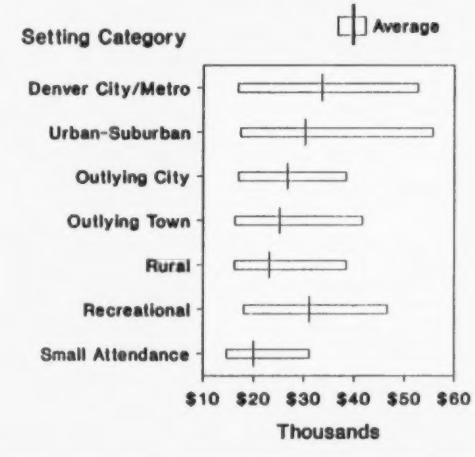
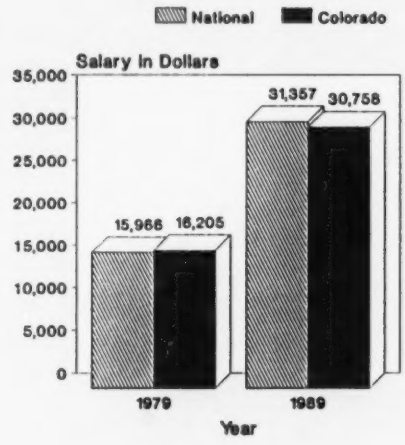


Fig. 54: Average Annual Salaries for Classroom Teachers



- Colorado's average teacher salary fell further behind the national average in 1989. In 1988, Colorado's average teacher salary dropped below the national average for the first time since 1978. In 1989, the trend continued as Colorado's average teacher salary was $559 below the national average (see Figs. 54 and 55).

Fig. 55: Difference Between Colorado & National Average Teacher Salaries 1978-1989

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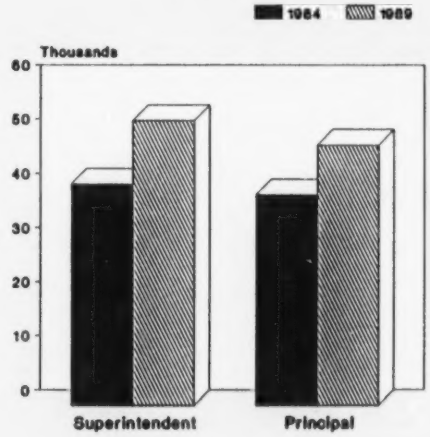
- The Colorado 1989 average teacher salary of $30,758 was below the national average salary of $31,357. However, the 1989 consumer price index in Colorado of 115.8 (CPI-U) was below the national CPI-U of 124.0. If the national average salary was adjusted down to the Colorado CPI, the national salary would have been $30,042.
- In the fall 1988, Colorado ranked 17th nationally in average teacher salary.
- The average 1989 entry level salary for Colorado teachers was $17,976.
- The average annual salary for Colorado's principals was $48,063, a 4.2 percent increase over the previous year and a 23 percent increase over 1984 (see Fig. 56). Principals in districts of 25,000 students or more had an average salary of $53,249, while principals in districts of 300 or less students had an average salary of $31,463.
- The average annual salary for Colorado's superintendents was $52,542, which represented a 4.9 percent increase over the average superintendent salary of 1988 and a 28 percent increase over 1984 (see Fig. 56). Superintendents in districts of 25,000 pupils or more averaged $85,943 per year, while superintendents in districts of 300 or fewer students had an average salary of $39,256.
- Adjusted for inflation, Colorado ranked 29th nationally in percentage change of instructional staff salaries from 1978 to 1988.

Fig. 56: Superintendent and Principal Average Annual Salaries 1984-1989

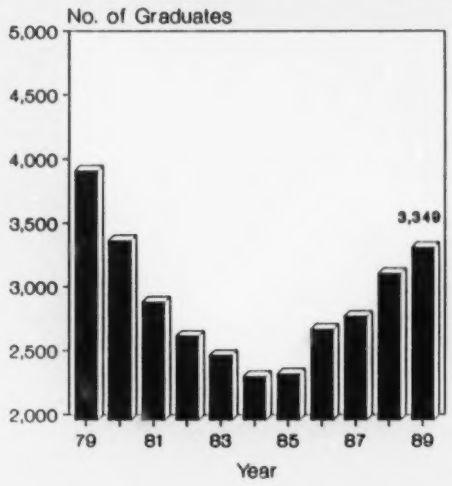


TEACHER EDUCATION AND CERTIFICATION

Fourteen approved Colorado institutions of higher education prepared 3,349 graduates for certification in 1989. This represented an increase of 6.5 percent over the previous year and an increase of 42 percent over 1985 (see Figs. 57 and 58).

- In 1989, Colorado institutions conferred 49 percent of initial certificate endorsements, an increase of 4 percentage points over the previous year.

Fig. 57: Graduates of Teacher and Administrator Preparation Programs 1979-1989



- The number of students completing special education teacher programs fell from 336 in 1988 to 319 in 1989, a decrease of 5.1 percent. Over the last ten years, there has been a 43.3 percent decrease in the number of special education teacher graduates (see Fig. 59).
- The number of graduates completing mathematics programs increased 14.8 percent, from 142 students in 1988 to 163 in 1989. This represents an increase of over 100 percent from 78 graduates in 1979. The number of science program graduates decreased from 243 in 1988 to 206 in 1989, a decrease of 15.2 percent. However, since 1979, the number of students completing science programs has increased 46 percent (see Fig. 59).

Fig. 58: Colorado Graduates Eligible for Certification 1985 and 1989

Institution	1985 Number of Graduates	1985 Percent of Graduates	1989 Number of Graduates	1989 Percent of Graduates
U.N.C.	692	29.3%	950	28.4%
C.U. - Boulder	299	12.7	287	8.6
D.U.	237	10.0	225	6.7
C.S.U.	234	9.9	351	10.5
Metro State	184	7.8	513	15.3
Western State	163	6.9	206	6.1
C.U. - Denver	143	6.1	240	7.2
Southern Colorado	99	4.2	124	3.7
Adams State	93	3.9	135	4.0
C.U. - Co. Springs	86	3.7	143	4.3
Fort Lewis	69	2.9	84	2.5
Regis	40	1.7	47	1.4
Colorado Christian	N/A	N/A	2	<0.1
Total	2,361	100.0	3,349	100.0

- Between July 1, 1989 and June 30, 1990, 5,151 initial Colorado certificates and 11,228 renewals were issued. The initial certificates carried 6,073 endorsements (see Fig. 60). Of the 5,151 initial certificates issued, 2,668 were granted to Colorado graduates and 2,483 were issued to graduates trained at out-of-state institutions.

Fig.59: Students Completing Science, Math and Special Ed. Prep. Programs 1979-1989

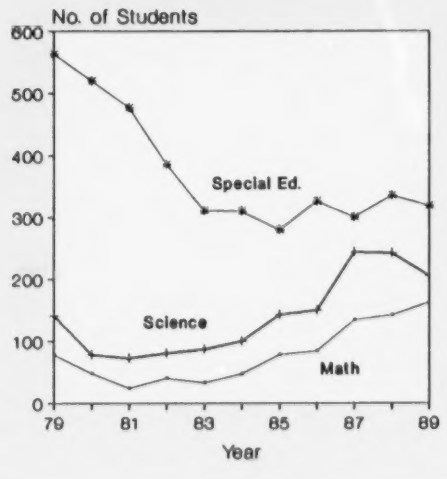


Fig. 60: Endorsements in Initial Certificates July 1, 1988 to June 30, 1989

General Endorsement Area	In-State	Out-of-State	Total
Agriculture	9	7	16
Art	65	60	125
Business	58	57	115
Dist. Education	10	4	14
English Lang. Arts	205	266	471
Foreign Languages	67	80	147
Health, Safety, PE	159	166	325
Home Economics	18	55	73
Industrial Arts	34	16	50
Mathematics	122	130	252
Music	57	119	176
Natural Science	199	163	362
Soc. Stud./Soc. Science	206	163	369
Trade/Ind. Occupations	2	39	41
Gen. Elem-Sec. Educ.	1,022	1,115	2,137
Special Education	210	273	483
Junior ROTC	0	2	2
Ling. Different	42	41	83
Program Service Spec.	54	54	108
Middle School	36	5	41
School Admin.	291	189	480
Special Services	93	110	203
Totals	2,959	3,114	6,073

ASSESSMENT OF TEACHER AND ADMINISTRATOR CANDIDATES

Basic Skills Competency Screening

Colorado is one of 41 states that screens teachers in basic competency skills prior to certification. Colorado's current testing program began in 1983. All teachers, administrators and special services personnel requesting first-time certification must pass tests in selected basic skill areas. Students enrolled in Colorado teacher training institutions must pass the tests prior to formal admission to teacher preparation programs and student teaching.

The *California Achievement Test* was selected for basic skills competency testing. In order to pass each section, a student must score at or above the 75th percentile rank for twelfth graders included in the national standardization sample. Candidates are allowed four attempts to pass all sections. Tests include spelling, language usage/mechanics and mathematics, as well as an oral language assessment. Approximately 3,000 students

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from Colorado colleges and 1,980 students in other states were tested between June 1, 1989 and May 31, 1990 (see Fig. 61).

- The passing rates for in-state applicants were generally lower than those for out-of-state applicants. Out-of-state examinees were usually college graduates, while the majority of in-state examinees were enrolled as undergraduate students.
- The oral language exam has been the test most easily passed on the first attempt. The mathematics test has been the most difficult to pass on the first attempt.

Fig. 61: Basic Skills Test Results for Teaching Certificate Candidates 1990

	Percent Passing	
In-State Preparation	**First Attempt**	**All Other Attempts**
Oral Language	94.2%	94.1%
Spelling	73.1	65.7
Language	74.1	71.3
Mathematics	63.3	62.3
Out-of-State Preparation		
Oral Language	97.6	100.0
Spelling	88.5	81.2
Language	87.8	85.7
Mathematics	74.3	75.9

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Although public school enrollment has increased since 1983, the number of school districts has declined due to consolidation of smaller districts. Other recent trends in Colorado's educational system include a substantial increase in the number of middle schools and a declining pupil-teacher ratio.

Several state-funded programs are targeted to specific needs of Colorado school districts and their students. Funding is also provided for Colorado Library Programs. The Accreditation and Accountability Program establishes minimum requirements for state accreditation. Colorado school districts receive funding from a number of federal, state and local sources.

COLORADO'S EDUCATIONAL SYSTEM

Schools and Districts

In fall 1989, there were 176 Colorado public school districts and 1,344 public schools.

- The number of schools in Colorado has been increasing since 1983, matching the period of increasing membership.
- The number of schools designated as middle schools doubled in the last 10 years, while the number of junior high schools declined (see Fig. 62).

Fig. 62: Number of Public Schools
Fall Counts

School Level	1979	1984	1989
Elementary	782	775	804
Middle	66	99	131
Junior High	159	127	97
Senior High	242	247	247
Other*	32	44	65
Total	1,281	1,292	1,344

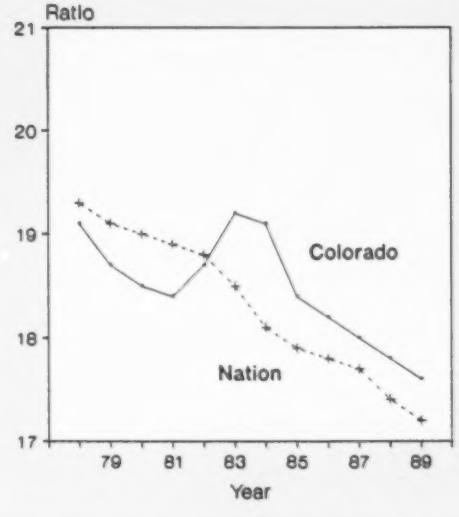
*Includes vocational, special education and some alternative schools.

Pupil-Teacher Ratio

The pupil-teacher ratio in Colorado and the nation has generally declined during the last 10 years (see Fig. 63). The decline is partly due to decreasing enrollments through 1983, to increases in the number of special education teachers and to school district efforts to reduce class size.

The pupil-teacher ratio is the ratio of pupils to all staff members assigned the professional activities of instructing pupils in self-contained classes or courses. Unless otherwise noted, teachers include elementary and secondary classroom teachers, special education teachers and special subject teachers, such as music, art, physical education, driver education and ROTC.

Fig. 63: Pupil-Teacher Ratios
Fall Enrollment



- The ratio of Colorado pupils to teachers in 1989 was 17.6 to 1. However, when special education and special teachers were excluded, the ratio became 23.3 to 1 (see Fig. 64).
- When all school level employees were counted, including aides, administrators, clerical, special services, maintenance, food service and transportation, but excluding district level employees, the ratio of pupils to adults was 9.8 to 1.
- Pupil-teacher ratios were lower in smaller, rural districts and higher in larger, urban districts. Ratios ranged from 7.6 in the small attendance districts to 18.5 in the Denver city/metro districts.
- Colorado's 1989 pupil-teacher ratio of 17.6 was slightly higher than the preliminary estimate of 17.2 for the national pupil-teacher ratio. Colorado's ratios have been higher than national averages in recent years. In 1988, Colorado's pupil-teacher ratio was 17.8 to 1, ranking the state as 34th highest among the 50 states plus the District of Columbia.

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Fig. 64: Pupil-Teacher Ratios Fall 1989

Setting (No. of Districts)	Number of Students	All Teachers*	Regular Classroom Teachers**
Denver City/Metro (14)	287,017	18.5	24.3
Urban-Suburban (16)	163,641	18.4	24.7
Outlying City (12)	34,616	17.2	23.1
Outlying Town (44)	46,017	16.2	20.7
Rural (57)	20,516	13.6	17.4
Recreational (6)	8,063	14.7	19.6
Small Attendance (27)	2,504	7.6	9.1
State (176)***	562,755	17.6	23.3

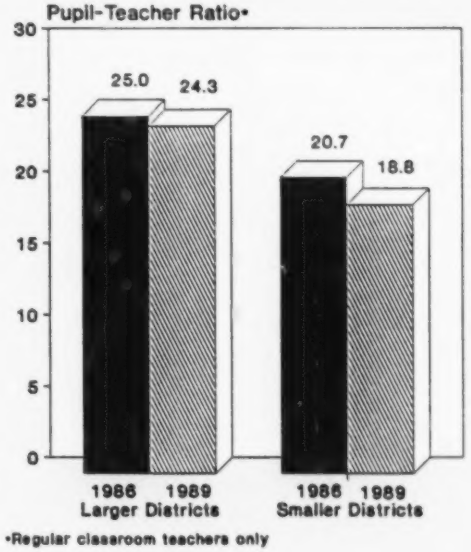
*All teachers include special education teachers and teachers in specialized subject areas such as music, art physical education, driver education and ROTC.

**Regular classroom teachers exclude special education teachers and teachers in specialized subject areas.

***Includes counts from BOCES, which are not included in setting counts above.

- Between 1986 and 1989, both the larger districts and smaller districts decreased their average pupil-teacher ratios. However, the four smaller setting category districts decreased their ratios more than the four larger setting category districts (see Fig. 65).

Fig. 65: Change in Pupil-Teacher Ratio 1986-1989



Class Size

In fall 1989, CDE conducted a survey of school districts on class size in elementary schools, grades pre-K-6, collecting information on the actual number of students within each classroom.

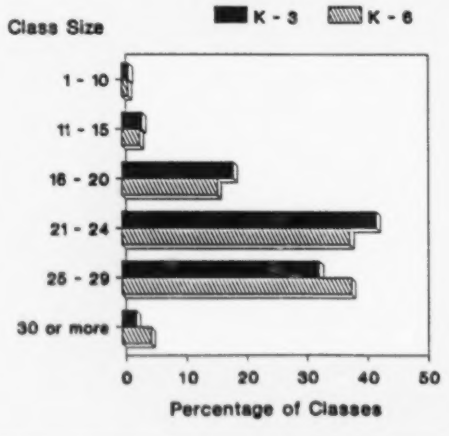
As with pupil-teacher ratios, class sizes were lower in smaller, rural districts (see Fig. 66).

- Class size and pupil-teacher ratios were highly related, showing a correlation coeficient of .89 at the district level and .79 at the school level.
- Most K-3 classes (75 percent) contained 21-29 students (see Fig. 67). Sixty-five percent of K-3 classes and 57 percent of K-6 classes contained 24 or fewer students.

Fig. 66: Average Elementary Class Sizes by Setting Categories

Setting	Grades K-3	Grades K-6
Core City	23.8	24.6
Denver Metro	24.2	24.9
Urban-Suburban	23.0	23.6
Outlying City	21.6	22.4
Outlying Town	21.4	21.8
Rural	19.0	19.6
Recreational	19.7	20.1
Small Attendance	11.2	11.0

Fig. 67: Frequency of Class Sizes in Elementary School Grades Fall 1989



STATE EDUCATION PROGRAMS

English Language Proficiency Act

The English Language Proficiency Act (ELPA), enacted by the 1981 Colorado legislature, established the English language proficiency program for children whose dominant language is not English. The act helps fund such programs for a maximum of two years per student.

Students are eligible for assistance under the A/B category if their dominant language is not English. Students whose dominant languages are difficult to determine and who demonstrate limited English proficiency are C category students.

ELPA programs most frequently use English as a second language (ESL) or bilingual instruction strategies.

- Of the estimated 15,000 limited English proficient (LEP) students in Colorado public schools, more than half, or nearly 8,800 students, were eligible for ELPA funding in 1989-90.
- Of the children served in 1989-90, 73 percent were in grades K-6 and 56 percent were in grades K-3. The students spoke 83 different languages (see Fig. 68).
- On nationally standardized tests of reading or language arts, ELPA students gained an average of 6.3 normal curve equivalent (NCE) points in 1988-89. The NCE is a modified form of percentiles.

Fig. 68: English Language Proficiency Act State Summary

	1985-86	1989-90
No. of Eligible Sch. Dists.	87	93
No. of Eligible Students	8,175	8,782
No. of Languages Spoken	64	83
Total Allocations of Funds	$2.89M	$2.57M
Allocation Per Student		
Category A/B	$434	$303
Category C	$227	$268

Transportation

In 1988-89, school districts transported 226,526 pupils each day to and from school. School transportation also includes busing for athletics, activities and field trips. There were 5,552 buses and small vehicles used in pupil transportation, driven an average of 250,139 miles each day. School transportation costs are partially reimbursed through the Public School Transportation Fund.

- The proportion of Colorado public school students transported each day has remained around 42 percent over the last 10 years (see Fig. 69).
- The average annual cost per student transported in 1988-89 was $321, an increase of 129 percent over 1978-79.
- Colorado's safety record for school buses is better than the national average. A Colorado bus was involved in a reportable traffic accident every 210,866 miles in 1988-89. This is 65 percent better than the national average of one accident every 128,000 miles.
- In 1988-89, for the first time in 18 years, there was a student fatality in a Colorado school bus.

Fig. 69: School Transportation

	1978-79	1988-89*
Percent of Students (ADM)** Transported	42%	42%
Cost Per Day	$152,220	$411,572
Average Annual Cost Per Student Transported	$140	$321
Average Cost Per Mile	$0.68	$1.66

*In 1988 the student and mileage count procedures changed, limiting the validity of comparisons with earlier years.

**Average Daily Membership

Colorado Preschool Program

The Colorado Preschool Program for Children in Need of Language Development was enacted by the General Assembly as part of the School Finance Act of 1988. The program serves children who have been designated as at risk for school problems because of their delayed language development and other risk factors. These indicators show they are more likely to drop out of school than children without these factors. The program serves 4 and 5 year-old children in the year before they are eligible for kindergarten.

- In 1990, the legislature voted to expand the service from 2,000 children in 1989-90 to 2,750 children in 1990-91.
- There are at least 100,000 three and four-year old children in Colorado, all of whom could benefit from early education. A survey of school districts in late 1989 estimated there were more than 10,500 students eligible for the state preschool program.
- The Colorado Preschool Project has been operating as a pilot program in 36 school districts across the state. Each has established an early childhood advisory council involving parents, human service agencies

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Fig. 70: Annual Library Statistics*

Total	Public 1989	Academic 1989	Public School 1989	Institutional 1989
No. of Libraries**	129	38	1,331	37
Population Served	3,316,877	96,728	562,755	7,958
Staff FTE	1,600	973	1,863	73
Print Volumes Held	8,454,646	8,857,079	9,317,000	140,459
Per Capita				
Print Volumes Held	3	58	17	37
Circulation	6	13	37	56
Expenditures	$18	$232	$12	$3

*Preliminary estimates, as of June 27, 1989; estimates for special libraries not included.
**Number of public libraries does not count branches separately.

and early childhood professionals. Each program has a strong parent/school partnership focus.

Colorado Libraries

Coloradans have access to information and lifelong learning through more than 1,500 libraries (see Fig. 70). There are five types of libraries. Public libraries serve residents of cities, counties, and library districts. Academic libraries serve faculty and students in the state's public and private colleges and universities. School library media centers serve pupils and teachers in elementary and secondary schools. Institutional libraries serve residents and staff of the state's correctional, juvenile, health and mental health institutions. Special libraries serve government agencies, professions, business and industry, and a wide variety of non-profit organizations.

- In 1989, over 1.1 million adults with public library cards borrowed over 13.1 million items and over 336,000 juvenile cardholders borrowed over 8.7 million items.
- Public and academic libraries share an estimated 300,000 items annually through interlibrary loans.
- Public and academic libraries answer an estimated 3.8 million reference questions annually.
- In 1989, public libraries offered about 31,000 cultural and educational programs (e.g., story hours, reading/discussion groups, literacy workshops). These provided lifelong learning opportunities to over 475,000 children and almost 76,000 adults.
- In 1989, Coloradans paid $14.93 each in taxes for public library service. In exchange, the average citizen borrowed five books, used one in-library reference and received assistance in finding information.
- The annual Summer Reading Program counted 65,000 participating children reading more than 834,000 books in 1987.
- For the first time since 1985, Colorado has an American Library Association accredited Master's program in Library Science through a cooperative arrangement between the Colorado State Library and the School of Library and Information Management at Emporia State University, Kansas. Beginning in 1989, 125 students have attended weekend intensive classes each month on the Auraria campus. The students will graduate with a Master's in Library Science in spring 1992.

Accreditation of Colorado School Districts

State accreditation is part of the State Board of Education's mandate to provide general supervision of the schools. Districts are visited on a regular three year cycle and essential standards are reviewed.

Compliance Issues

During the 1989-90 school year, 54 districts were audited for accreditation rule compliance. All of these districts have approved plans on file to correct any accreditation deficiencies, and are, therefore, in compliance with State Board of Education Accreditation Rules. Accreditation plans are systematically monitored so that each district will meet essential state standards within a relatively short period of time.

Through the audit process the following areas of concern emerged.

- Fifty-three elementary school teachers in 20 school districts were teaching in regular elementary classrooms without the proper endorsement. Proposals for correcting teacher endorsement issues are part of the districts' correction plans. The number of elementary teachers without proper endorsement has decreased dramatically over the past two years.
- Forty-six senior high teachers in 20 school districts were teaching in subject areas without the required minimum of 20 semester hours of preparation in the subject field. The number of secondary teachers

without proper endorsement has also decreased dramatically.

- Twenty-four school psychologists and school social workers in 11 school districts did not hold certificates appropriately endorsed for their assignments.
- Nine of the school districts did not have an ongoing curriculum and program review plan.
- Ten school districts did not have a plan for providing library media services for all students.
- Seventeen of the school districts did not have a plan for providing student personnel services for all students.

Partnership Assistance Review Outcomes

Partnership Assistance Review teams, incorporating both CDE staff and administrators from other districts, review school planning and improvement practices, collect information on important issues facing school districts, and identify current education and accountability trends within the state.

During these visits a large number of exemplary programs and practices were identified. These are maintained on CDE's online database of exemplary programs called School Model Programs. The database is available through the Colorado Alliance of Research Libraries System (CARL), accessible through more than 50 libraries statewide free of charge and through personal computers for the cost of a phone call.

- Training principals for the responsibility of working with building advisory committees is a priority within many districts. Training is also offered through the CDE Field Services Unit and through professional education organizations.
- Innovative practices observed in smaller districts included sharing teachers, delivering courses through telecommunication, and using BOCES resources to deal with decreasing financial resources and dwindling student populations.
- Most school districts are reviewing profile information to determine discrepancies in the proportion of minority students or females taking advanced science or mathematics classes. Steps are being taken to reduce this disparity.
- A number of positive school restructuring efforts have taken place over the past year. Schools used interdisciplinary instruction, information-processing approaches to learning, projects integrating planning and analysis across disciplines combined with exhibitions of learning, and total community involvement in the learning process.

Education of the Handicapped

Colorado's Exceptional Children's Educational Act (ECEA) mandates special education and related services for all handicapped children between the ages of 5 and 21. Services to handicapped children under the age of 5 were permitted under this act. Amendments to the act in 1990 will require services to children ages 3 and 4 beginning in 1992.

Students Served

During the 1988-89 school year, Colorado public schools provided special education and related services to a cumulative total of 62,984 handicapped children (see Fig. 71).

- Handicapped children served in 1988-89 represented 11.2 percent of the public school average daily membership and 10.3 percent of the state's estimated 5-17 year old population.
- The number of full-time equivalent (FTE) handicapped children served increased from 11,562 in 1978-79 to 15,741 in 1988-89. While the total handicapped student count increased 16 percent since 1978-79, the FTE count increased 36 percent. This increase indicates that the children in public school special education programs today are more severely handicapped than those served 10 years ago.
- Nineteen percent of the total handicapped students served, ages birth through 21, were reported with a primary handicapping condition of speech/language. In comparison, 29 percent of the elementary level students were speech/language handicapped. At the secondary level, 25 percent of the handicapped students had emotional or behavioral disorders, com-

Fig. 71: Students Served by Handicapping Condition

Primary Handicap	1978-79	1988-89
Trainable Mentally Retarded	865	930
Educable Mentally Retarded	5,369	2,784
Emotional/Behavioral	7,678	11,058
Perceptual/Communicative	24,451	29,835
Hearing Handicapped	890	930
Visually Handicapped	275	299
Physically Handicapped	977	1,018
Speech/Language	*2,940	12,061
Deaf-Blind	32	39
Multiple Handicapped	706	4,030
Total	54,183	62,984
Percent of Membership	9.7%	11.2%
Percent of 5-17 Population	9.0%	10.3%

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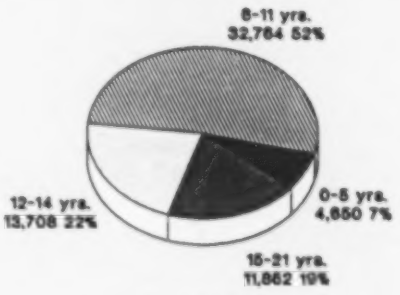
pared to 18 percent of the total handicapped population served.

- Only 949 handicapped children between the ages of 12 and 21 dropped out of school during the 1988-89 school year. This was 3.7 percent of the total handicapped children in that age range, compared to a 4.2 percent dropout rate for all public school children in grades 7-12.
- During the 1988-89 school year, public schools served 4,650 handicapped children, ages birth through 5 years (see Fig. 72). This was an increase of 13 percent over 1987-88 and an increase of 366 percent over 1979-80. Additional infant and preschool age handicapped children were served in local community centered board programs.

Services Provided

Children with handicapping conditions were provided a range of educational services in the least restrictive environment based on the children's needs.

Fig. 72: Special Education Students Served by Age Group 1988-89



Total=62,984

- During the 1988-89 school year, 6,629 FTE special education staff were employed by Colorado public schools (see Fig. 73). Staff includes teachers, instructional aides, related services staff, administrators and secretaries.
- The percent of teachers in proportion to the total number of special education staff employed has decreased, from 60 percent in 1978-79 to 53 percent in 1988-89. During that same period of time, the percent of aides has increased from 16 to 27 percent.
- In 1988-89 there were 1,881 handicapped students who received their special education program from a unit or agency other than the administrative unit of residence. This was a decrease from the 2,058 students served out-of-district the previous year.

Fig. 73: Special Education Staff

Type of Staff	1978-79	1988-89
Teachers	2,884	3,493
Aides	784	1,770
Related Services Personnel	805	994
Administrators	149	140
Secretaries	201	232
Total	4,823	6,629

- Fifty ongrounds schools have been approved by the State Board of Education to provide educational services to handicapped and non-handicapped students. These schools are located in residential child care facilities. During the 1988-89 school year, 23 of these facilities billed public schools for the excess cost of programs for handicapped students.

Costs and Revenues

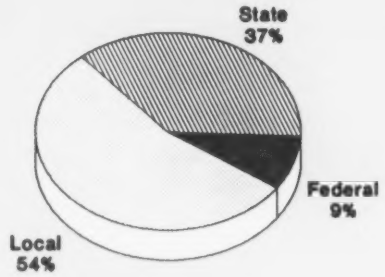
During the 1988-89 school year, special education and related services cost public schools $203.5 million, compared to $81.2 million in 1978-79. These costs were supported by federal state, local and other funds. In addition to funds appropriated under the Exceptional Children's Educational Act (ECEA), a portion of the per pupil operating revenue also was applied as a state revenue for the special education program.

- Nine percent of the total costs of public school special education programs was funded by the federal government during the 1988-89 school year. State funds supported 37 percent of the costs. The local contribution was 54 percent (see Fig. 74).
- State funding for public school special education in 1988-89 was $75.1 million: $49.8 million under the ECEA appropriation, $24.1 million of equalization funds for the support of special education programs, and $1.2 million of equalization funds for tuition of handicapped students placed out of their districts of residence.
- The percentage of the eligible claim funded by the ECEA appropriation has decreased from 64.6 percent in 1978-79 to 41.4 percent in 1988-89.
- The average per student cost for special education was $1,499 in 1978-79 and $3,231 in 1988-89, a change of 216 percent. During that same period of time, the ECEA appropriation has increased 125 percent on a per student basis.

The Colorado School for the Deaf and the Blind

The state-administered school which provides a wide range of educational services for students with visual and/or auditory disabilities is the Colorado School for the Deaf and the Blind (CSDB) in Colorado Springs. The

Fig. 74: Sources of Revenue for Special Education Costs 1988-89



Total=$203.5 M

school program is designed to promote academic, vocational and total development of each student from preschool through the twelfth grade. Supplemental services such as individual counseling and psychological services, speech therapy, audiological evaluations, and parent education are provided through the school's evaluation center.

During the last year, several studies have resulted in recommendations regarding the future role and mission of CSDB. A plan has been developed for strengthening the school's educational program and for providing statewide services to sensory-impaired childern.

- In 1989-90, CSDB enrolled 205 deaf, blind and multiple handicapped students; 106 deaf students, 44 blind students and 55 students with multiple handicaps. Of the 205 students enrolled, 97 were residential students and 108 were day students.
- Among the 22 graduates of 1990, 10 expect to go on to postsecondary education and 12 are pursuing competitive employment.

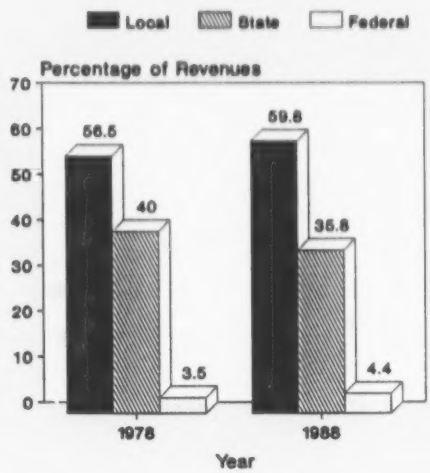
PUBLIC SCHOOL FINANCE

School District Revenues

Colorado school districts receive funding from local, state and federal sources. A total of $2,699 million in revenues from all sources were provided to school districts in 1988.

- Local sources provide the largest share of funding for school districts, constituting 59.8 percent of all 1988 revenues (see Fig. 75).
- In 1988, Colorado ranked 12th in the nation in percentage of school district revenues from local sources and 40th in the percentage from state sources.
- Between 1978 and 1988, the percentage of all school district revenues provided by local and federal sources increased, and the percentage provided by state funds decreased. Under the Public School Finance Act of 1988, school district revenues from state sources increased in 1989.

Fig. 75: Revenue Trends 1978-1988



Local revenue sources include the property tax, specific ownership taxes, tuition, transportation fees and other revenues. State sources include state equalization funding, the English Language Proficiency Act, the preschool program, the Education of Exceptional Children Act and the transportation program.

- In 1988, school districts received a total of $1,616.0 million in local revenues. Of this, 75 percent was provided by the property tax (see Fig. 76).
- State sources contributed $965.6 million, or 35.8 percent of revenues in 1988. State equalization constituted 87 percent of this funding.

Federal funds were received primarily for special programs targeted toward national priorities. School food services and programs for the disadvantaged and

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handicapped receive the greatest proportion of federal revenues.

Fig. 76: 1988 Revenues by Source

Source	Dollars (millions)	Percentage of Total
Local Property Tax	$1,203.3	44.6%
Other Local	412.7	15.2
State Equalization	836.3	31.0
Other State	129.3	4.8
Federal	117.9	4.4
Total	2,699.5	100.0

- In 1988, $117.9 million in federal funds was provided to Colorado school districts. Federal funds constituted 4.4 percent of all 1988 school district revenues.

Equity in School District Funding

The Public School Finance Act of 1988 was designed to improve equity in Colorado state equalization funding of school districts. The act established eight groups or setting categories of school districts. Each category was composed of districts thought to be similar with respect to characteristics affecting district expenditures. The act's funding mechanism determined a formula amount by category. Within categories, districts are being phased into the formula amount over a three-year period.

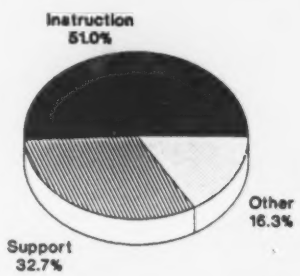
A 1989 analysis examined the impact of the act on school district funding. The analysis included not only state equalization revenues, but all sources of funding not targeted on specific groups of students. Statewide, the study found that the range of per pupil revenue among districts decreased from 1989 to 1990 in all categories except for outlying cities, indicating that some movement toward equity within categories had occurred. However, sources of revenue not included in the act's funding mechanism, such as the specific ownership tax, may continue to result in some inequities in school district funding.

School District Expenditures

School district expenditure categories include the instructional program, support services, community and other services (see Fig. 77).

- Instructional program costs totalled $1,370.2 million and constituted 51 percent of all school district expenditures in 1988. These costs included salaries, benefits, instructional materials and supplies and other costs of instruction.
- Support services, including pupil and staff support services, administration, transportation, operations and maintenance and food services, composed 32.7 percent of 1988 expenditures. and totalled $880.1 million.
- Community and other services, totalling $438.7 million, accounted for 16.3 percent of expenditures.
- The largest 1988 expenditure areas were instructional salaries, operations and maintenance, and instructional staff benefits.
- As a percent of the total, school district expenditures by category have not changed significantly in the past 10 years.
- In the 10 year period from 1978 to 1987, school district total expenditures increased by 55.7 percent. The largest increase, 64.0 percent, was for instructional staff benefits. The smallest change was in operations and maintenance, which increased only 49.2 percent.

Fig. 77: Expenditures by Category 1988



National Comparison of Per Pupil Expenditures

In 1988, Colorado spent $4,462 per pupil. This compared to a national average of $4,243.

- Colorado ranked 16th among states in 1988 per pupil expenditures, up from 17th in 1982.
- Colorado per pupil expenditures increased 60 percent between 1982 and 1988, compared to a national increase of 56 percent.

BOARDS OF COOPERATIVE EDUCATIONAL SERVICES

School District and Associate Members

ADAMS COUNTY BOCES-Westminster

ADAMS COUNTY 14
BRIGHTON 27J
MAPLETON 1
NORTHGLENN-THORNTON 12
WESTMINSTER 50

ARKANSAS VALLEY BOCS-La Junta

CHERAW 31
CROWLEY COUNTY RE-1-J
EAST OTERO R-1
FOWLER R-4J
LAS ANIMAS RE-1
MANZANOLA 3J
ROCKY FORD R-2
SWINK 33

EAST CENTRAL BOCES-Limon

AGATE 300
ARRIBA-FLAGLER C-20
BENNETT 29J
BETHUNE R-5
BURLINGTON RE-6J
BYERS 32J
DEER TRAIL 26J
GENOA-HUGO C113
HI-PLAINS R-23
KARVAL RE-23
KIT CARSON R-1
LIMON RE-4J
MORGAN COMM. COLLEGE
PIKES PEAK COMM. COLLEGE
STRASBURG 31J
STRATTON R-4
WOODLIN R-104

MOUNTAIN BOCES-Leadville

ASPEN 1
BUENA VISTA R-31
COLO. MOUNTAIN COLLEGE
EAGLE COUNTY RE 50
GARFIELD 16
GARFIELD RE-2
LAKE COUNTY R-1
PARK COUNTY RE-2
ROARING FORK RE-1
SALIDA R-32J
SUMMIT RE-1

NORTHEAST BOCES-Haxtun

AKRON R-1
ARICKAREE R-2
BUFFALO RE-4
EAST YUMA COUNTY R-J-2
FRENCHMAN RE-3
HAXTUN RE-2J
HOLYOKE RE-1J
JULESBURG RE-1
LONE STAR 101
NORTHEASTERN JR. COLL.
OTIS R-3
PLATEAU RE-5
PLATTE VALLEY RE 7
VALLEY RE-1
WEST YUMA COUNTY R-J-1

NORTHERN COLO BOCES-Longmont

COLORADO STATE UNIV.
PARK R-3
ST. VRAIN VALLEY RE 1J
THOMPSON R-2J
UNIV. OF COLORADO
UNIV. OF NORTHERN CO.

NORTHWEST COLO BOCS-Steamboat Springs

EAST GRAND 2
HAYDEN RE-1
NORTH PARK R-1
SOUTH ROUTT RE-3
STEAMBOAT SPRINGS RE-2
WEST GRAND 1

PIKES PEAK BOCES-Colorado Springs

ACADEMY 20
BIG SANDY 100J
CALHAN RJ1
CHEYENNE MOUNTAIN 12
CRIPPLE CREEK-VICTOR RE-1
EDISON 54JT
ELBERT 200
ELLICOTT 22
FALCON 49
FOUNTAIN 8
HANOVER 28
KIOWA C-2
LEWIS-PALMER 38
MANITOU SPRINGS 14
MIAMI/YODER 60JT
PEYTON 23JT
WOODLAND PARK RE-2

SOUTH PLATTE VALLEY BOCES-Fort Morgan

BRIGGSDALE RE-10
BRUSH RE-2 (J)
FORT MORGAN RE-3
GROVER RE-12
HIGH PLAINS YOUTH CNTR.
MORGAN COMM. COLL.
PRAIRIE RE-11
WELDON VALLEY RE-20 (J)
WIGGINS RE-50 (J)

SAN JUAN BOCS-Durango

ARCHULETA COUNTY 50JT
BAYFIELD 10 JT-R
DURANGO 9R
FORT LEWIS COLL.
IGNACIO 11JT
SILVERTON 1

SAN LUIS VALLEY BOCS-Alamosa

ADAMS STATE COLL.
ALAMOSA RE-11J
CENTENNIAL R-1
CENTER 26JT.
CREEDE CONS. 1
DEL NORTE C-7
MOFFAT 2
MONTE VISTA C-8
MOUNTAIN VALLEY RE-1
NORTH CONEJOS RE-1J
SANFORD 6J
SANGRE DE CRISTO RE-22J
SARGENT RE-33J
SIERRA GRANDE R-30
SOUTH CONEJOS RE-10

SOUTH CENTRAL BOCES-Pueblo

AGUILAR REORG. 6
BRANSON REORG. 82
COTOPAXI RE-3
CUSTER CONS. C-1
FLORENCE RE-2
HOEHNE REORG. 3
HUERFANO RE-1
LA VETA RE-2
PRIMERO REORG. 2
PUEBLO CITY 60
PUEBLO COUNTY RURAL 70
TRINIDAD 1
TRINIDAD STATE JR. COLL.
UNIV. OF SOUTHERN CO.

SOUTHEAST METRO BOCS-Englewood

ARAPAHOE COMM. COLL.
CHERRY CREEK 5
DOUGLAS COUNTY RE 1
ENGLEWOOD 1
LITTLETON 6
SHERIDAN 2

SOUTHEASTERN BOCES-Lamar

CAMPO RE-6
CHEYENNE CNTY. RE-5
EADS RE-1
GRANADA RE-1
HOLLY RE-3
KIM REORG. 88
LAMAR COMM. COLL.
LAMAR RE-2
MCCLAVE RE-2
PLAINVIEW RE-2
PRITCHETT RE-3
SPRINGFIELD RE-4
VILAS RE-5
WALSH RE-1
WILEY RE-13JT

SOUTHWEST BOCS-Cortez

DOLORES COUNTY RE No. 2
DOLORES RE-4A
FORT LEWIS COLLEGE
MANCOS RE-6
MONTEZUMA-CORTEZ RE-1
NORWOOD R-2J
TELLURIDE R-1
WEST END RE-2

WELD BOCES-LaSalle

AULT-HIGHLAND RE-9
EATON RE-2
FORT LUPTON RE-8
GILCREST RE-1
JOHNSTOWN-MILLIKEN RE-5J
KEENESBURG RE-3
PLATTE VALLEY RE-7

WEST CENTRAL BOCS-Montrose

DEBEQUE 49JT
DELTA 50(J)
GUNNISON WATERSHED RE 1J
HINSDALE CNTY. RE 1
MONTROSE RE-1J
OURAY R-1
PLATEAU VALLEY 50
RIDGWAY R-2

SCHOOL DISTRICTS NOT IN BOCES

ADAMS-ARAPAHOE 28J
BOULDER VALLEY RE 2
CANON CITY RE-1
CLEAR CREEK RE-1
COLORADO SPRINGS 11
DENVER COUNTY 1
ELIZABETH C-1
GILPIN COUNTY RE-1
GREELEY 6
HARRISON 2
JEFFERSON COUNTY R-1
MEEKER RE 1
MESA COUNTY VALLEY 51
MOFFAT COUNTY RE No. 1
PLATTE CANYON 1
POUDRE R-1
RANGELY RE-4
WIDEFIELD 3
WINDSOR RE-4

SCHOOL DISTRICTS BY SETTING CATEGORIES

Core City

Denver	Denver County	1

Denver Metro

Adams	Mapleton	1
Adams	Northglenn-Thornton	12
Adams	Westminster	50
Adams	Adams County	14
Adams	Brighton	27J
Arapahoe	Adams-Arapahoe	28J
Arapahoe	Sheridan	2
Arapahoe	Englewood	1
Arapahoe	Cherry Creek	5
Arapahoe	Littleton	6
Boulder	Boulder Valley	RE 2
Douglas	Douglas County	RE 1
Jefferson	Jefferson County	R-1

Urban-Suburban

Boulder	St. Vrain Valley	RE 1J
El Paso	Falcon	49
El Paso	Academy	20
El Paso	Cheyenne Mountain	12
El Paso	Manitou Springs	14
El Paso	Harrison	2
El Paso	Lewis-Palmer	38
El Paso	Widefield	3
El Paso	Fountain	8
El Paso	Colorado Springs	11
Larimer	Thompson	R-2J
Larimer	Poudre	R-1
Mesa	Mesa County Valley	51
Pueblo	Pueblo County Rural	70
Pueblo	Pueblo City	60
Weld	Greeley	6

Outlying City

Alamosa	Alamosa	RE-11J
Delta	Delta County	50(J)
Fremont	Canon City	RE-1
La Plata	Durango	9-R
Las Animas	Trinidad	1
Logan	Valley	RE-1
Moffat	Moffat County	RE No. 1
Montezuma	Montezuma-Cortez	RE-1
Montrose	Montrose County	RE-1J
Morgan	Fort Morgan	RE-3
Otero	East Otero	R-1
Prowers	Lamar	RE-2

Outlying Town

Adams	Bennett	29J
Archuleta	Archuleta County	50JT
Baca	Springfield	RE-4
Bent	Las Animas	RE-1
Chaffee	Buena Vista	R-31
Chaffee	Salida	R-32
Cheyenne	Cheyenne County	RE-5
Clear Creek	Clear Creek	RE-1
Conejos	South Conejos	RE-10
Crowley	Crowley County	RE-1-J
Elbert	Elizabeth	C-1
Fremont	Florence	RE-2
Garfield	Garfield	RE-2
Garfield	Roaring Fork	RE-1
Grand	West Grand	1
Gunnison	Gunnison Watershed	RE1J
Huerfano	Huerfano	RE-1
Kit Carson	Burlington	RE-6J
Lake	Lake County	R-1
Larimer	Park (Estes Park)	R-3
Lincoln	Limon	RE-4J
Morgan	Brush	RE-2(J)
Otero	Rocky Ford	R-2
Otero	Fowler	R-4J
Phillips	Holyoke	RE-1J
Prowers	Holly	RE-3
Rio Blanco	Meeker	RE1
Rio Blanco	Rangely	RE-4
Rio Grande	Monte Vista	C-8
Rio Grande	Del Norte	C-7
Routt	Hayden	RE-1
Saguache	Center	26JT.
Sedgwick	Julesburg	RE-1
Teller	Woodland Park	RE-2
Washington	Akron	R-1
Weld	Eaton	RE-2
Weld	Platte Valley	RE-7
Weld	Ault-Highland	RE-9
Weld	Fort Lupton	RE-8
Weld	Johnstown-Milliken	RE-5J
Weld	Gilcrest	RE-1
Weld	Windsor	RE-4
Yuma	West Yuma County	RJ-1
Yuma	East Yuma County	RJ-2

Rural

Adams	Strasburg	31J
Alamosa	Sangre de Cristo	RE-22J
Arapahoe	Deer Trail	26J
Arapahoe	Byers	32J
Baca	Walsh	RE-1
Bent	McClave	RE-2
Conejos	Sanford	6J
Conejos	North Conejos	RE-1J
Costilla	Sierra Grande	R-30
Costilla	Centennial	R-1
Custer	Consolidated	C-1
Dolores	Dolores County	RE No.2
El Paso	Peyton	23 JT
El Paso	Ellicott	22
El Paso	Calhan	RJ-1
El Paso	Miami/Yoder	60JT
Elbert	Kiowa	C-2
Elbert	Big Sandy	100J
Fremont	Cotopaxi	RE-3
Garfield	Garfield	16
Gilpin	Gilpin County	RE-1
Huerfano	La Veta	RE-2
Jackson	North Park	R-1
Kiowa	Eads	RE-1
Kit Carson	Stratton	R-4
Kit Carson	Arriba-Flagler	C-20
La Plata	Bayfield	10 JT-R
La Plata	Ignacio	11 JT
Las Animas	Aguilar Reorganized	6
Las Animas	Hoehne Reorganized	3
Las Animas	Primero Reorganized	2
Lincoln	Genoa-Hugo	C113
Logan	Buffalo	RE-4
Mesa	Plateau Valley	50
Montezuma	Mancos	RE-6
Montezuma	Dolores	RE-4A
Montrose	West End	RE-2
Morgan	Wiggins	RE-50(J)
Otero	Manzanola	3J
Otero	Swink	33
Otero	Cheraw	31
Ouray	Ridgway	R-2
Ouray	Ouray	R-1
Park	Park County	RE-2
Park	Platte Canyon	1
Phillips	Haxtun	RE-2J
Prowers	Granada	RE-1
Prowers	Wiley	RE-13 JT
Rio Grande	Sargent	RE-33J
Routt	South Routt	RE-3
Saguache	Mountain Valley	RE-1
San Juan	Silverton	1
San Miguel	Norwood	R-2J
Sedgwick	Platte Valley	RE-3
Teller	Cripple Creek-Victor	RE-1
Washington	Otis	R-3
Weld	Keenesburg	RE-3

Recreational

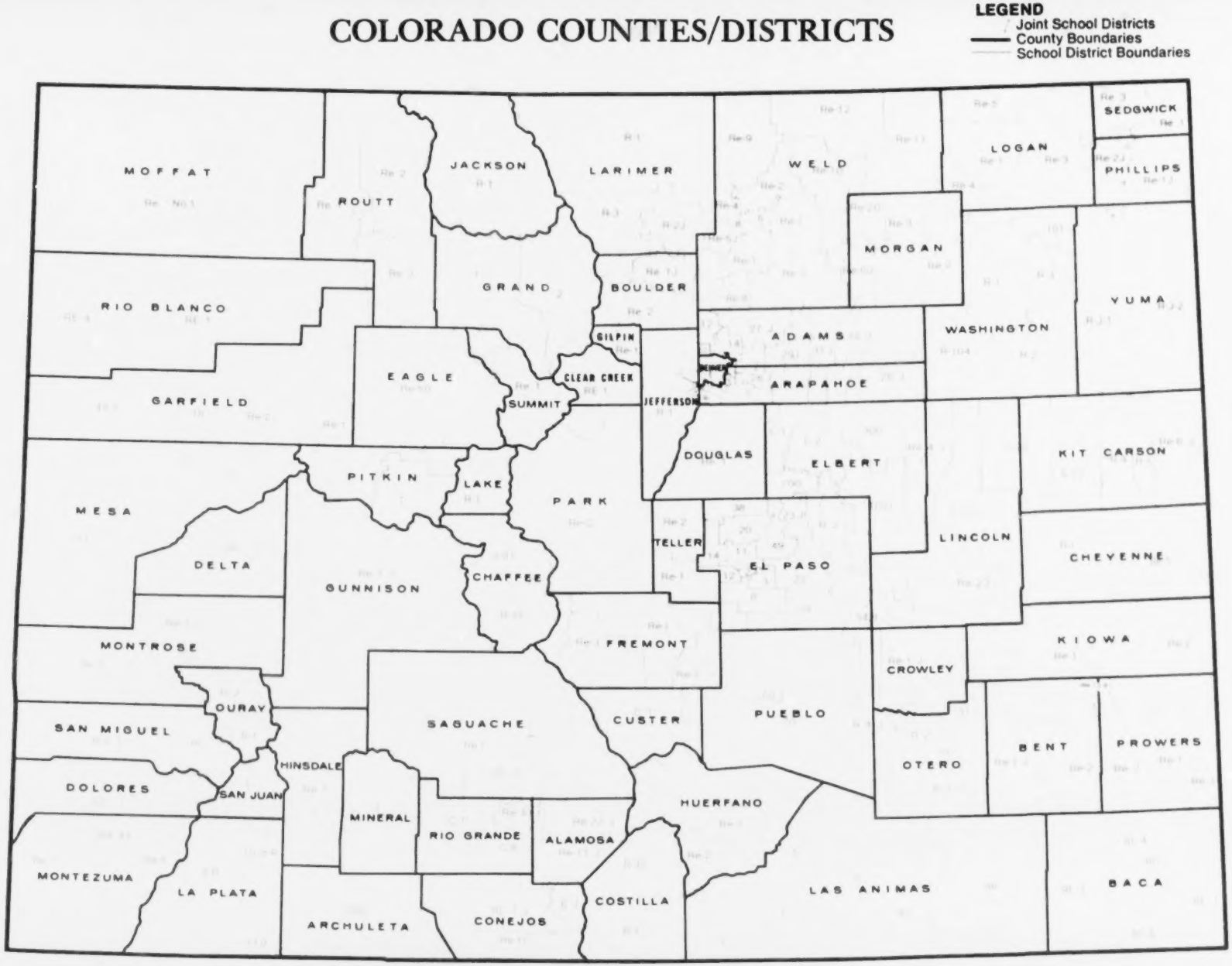
Eagle	Eagle County	RE50
Grand	East Grand	2
Pitkin	Aspen	1
Routt	Steamboat Springs	RE-2
San Miguel	Telluride	R-1
Summit	Summit	RE-1

Small Attendance

Baca	Pritchett	RE-3
Baca	Campo	RE-6
Baca	Vilas	RE-5
Cheyenne	Kit Carson	R-1
El Paso	Hanover	28
El Paso	Edison	54JT
Elbert	Elbert	200
Elbert	Agate	300
Hinsdale	Hinsdale County	RE.1
Kiowa	Plainview	RE-2
Kit Carson	Hi-Plains	R-23
Kit Carson	Bethune	R-5
Las Animas	Branson Reorganized	82
Las Animas	Kim Reorganized	88
Lincoln	Karval	RE-23
Logan	Plateau	RE-5
Logan	Frenchman	RE-3
Mesa	DeBeque	49JT
Mineral	Creede Consolidated	1
Morgan	Weldon Valley	RE-20(J)
Saguache	Moffat	2
Washington	Lone Star	101
Washington	Arickaree	R-2
Washington	Woodlin	R-104
Weld	Briggsdale	RE-10
Weld	Grover	RE-12
Weld	Prairie	RE-11

Core City - large urbanized districts with district and city boundaries which are coterminous.
Denver Metro - districts located within the Denver-Boulder standard metropolitan statistical area which are primarily suburban in nature, compete economically for the same staff pool, and reflect the regional economy of the area.
Urban-Suburban - districts which comprise the state's major population centers outside of the Denver metropolitan area and their immediately surrounding suburbs.
Outlying City - districts in which most pupils live in population centers of seven thousand persons but less than thirty thousand persons.
Outlying Town - districts in which most pupils live in population centers in excess of one thousand persons but less than seven thousand persons.
Rural - districts with no population centers in excess of one thousand persons and is characterized by sparse widespread populations.
Recreational - districts which contain major recreational developments that impact the cost of property values, community income, and other cost-of-living components.
Small Attendance - districts which are rural in nature and have pupil enrollments of less than one hundred fifty.

COLORADO COUNTIES/DISTRICTS



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COLORADO STUDENTS REACHING FOR THE FUTURE

Hundreds of Colorado students have won awards, scholarships and other honors for their accomplishments. This cover shows just a few of the many winners of state, national and international competitions.

Shaffer Elementary and Hamilton Middle teams
Jefferson County and Denver
Odyssey of the Mind
1st in world

Dia Sokol
Denver
PTA Reflections Contest
1st in nation in literature

John Castlewick
Keenesburg
Future Farmers of America
Star State Farmer

Woodland Park Middle team
Science Olympiad
1st in state

Jon Paul Neilson
Jefferson County
InventAmerica
1st in nation

Delta High School team
Knowledge Bowl
State Grand Champions

J. J. Ament
Sterling
Future Business Leaders of America
National President

Jeffery McMahon
Denver
National Geographic Geography Bee
State Champion

Matthew Sharp
Cherry Creek
National Junior Achievement Conference
President

Kent Kahl and Cruz Zarco
Fort Morgan and Sargent
Fred Steinmark State Athletic Award Winners

Steve Gubser and Roger Moore
Cherry Creek and Loveland
International Chemistry Olympiad
Silver Medalists

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